



## School of Pharmacy

Ambulatory Care Advanced Pharmacy Practice Experience (APPE)  
Semester – P4 year  
Course # PHAR 6684 (6 credit hrs) / **Track: Experiential Education**  
6-weeks

### Course Coordinator

Jacquelyn P. Navarrete, PharmD, BCACP  
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### Preceptor (Rotation Coordinator) and Site Information:

Can be found in CORE ELMS or as provided on Preceptor Information Sheet

### Site Specific Hours

The preceptor should expect a call from the student(s) 2 weeks before to 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 a 6-week duration with a minimum of 40 hours per week with a maximum of 50 hours per week (minimum 240 per rotation). Some preceptors may require students to spend more than 40 hours per week at the site to complete the experience successfully. Preceptors may also require students to be present at the site in the evening, night or on weekends. Refer to rotation calendar with specific times the student is expected to be on site. Student can expect projects outside of normal rotation hours (e.g. readings, projects, etc.).

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### Course Description

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

### The Pharmacist's Patient Care Process (PPCP)

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

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### APPE Rotation Schedule 2020-2021

2020-2021\*

Rotation	Begin Date	End Date
1	May 25, 2020	July 3, 2020
2	July 6, 2020	August 14, 2020
3	August 17, 2020	September 25, 2020
4	September 28, 2020	November 6, 2020
5	November 9, 2020	December 18, 2020
6	January 4, 2021	February 12, 2021
7	February 15, 2021	March 26, 2021
8	March 29, 2021	May 7, 2021

\*Dates adapted from TCEP Calendar

### Site Specific Hours

The preceptor should expect a call from the student(s) 2 weeks before to 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 a 6-week duration with a minimum of 160 hours onsite over a 6 week rotation with a maximum of 50 hours per week (minimum 240 per rotation). Some preceptors may require students to spend more than 40 hours per week at the site to complete the experience successfully. Preceptors may also require students to be present at the site in the evening, nights, weekends or holidays. Additionally, APPEs may be scheduled at other times of the day. Refer to rotation calendar with specific times the student is expected to be on site. Student can expect projects outside of normal rotation hours (e.g. readings, projects, etc.).

### Student Schedule

Preceptor will provide a rotation schedule to student.

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## Online Assessment Requirements

This course requires the use of CORE ELMS® and Blackboard. Students are responsible for ensuring they have access to CORE ELMS® before the beginning of the APPE. If you cannot access your CORE ELMS® online account, please contact Alma Dominguez ([arsaldana2@utep.edu](mailto:arsaldana2@utep.edu)) to resolve this issue. If you are having issues with Blackboard, please contact Adrian Enriquez ([aealonso@utep.edu](mailto:aealonso@utep.edu)). Assessments (e.g., assignments, quizzes, and exams) may be disseminated before the due date. This requires students to download the assessment using an internet connection. It is the student's responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP's systems are down).

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## Course Learning Objectives

At the conclusion of this course, as it applies to ambulatory care practice, the student shall be expected to:

### Required:

EPA 1: Collect information to identify a patient's medication-related problem and health-related needs.

EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs

- EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.
- EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals
- EPA 5: Follow-up and monitor a care plan
- EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).
- EPA 7: Collaborate as a member of an interprofessional team.
- EPA 8: Identify patients at risk for prevalent diseases in a population.
- EPA 10: Maximize the appropriate use of a medication in a population
- EPA 11: Ensure that patients have been immunized against vaccine-preventable diseases.
- EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.
- EPA 13: Use evidence-based information to advance patient care.

**Professionalism:**

- EPA 16: Display characteristics of professionalism and engages in continuous professional development.

Entrustable Professional Activities (EPA)	CAPE Outcomes	PCOA	CAPE Level of Assessment	CAPE Level of Assessment
EPA 1: Collect information to identify a patient's medication-related problem and health-related needs.	2.1, 2.2, 2.3, 3.1, 3.5, 3.6	3.8, 4.6	Apply	3
EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	1.1, 2.1, 3.1, 3.6	4.1, 4.6, 4.7, 4.3**, 4.4**	Apply	3
EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.	1.1, 2.1, 2.2, 3.3, 3.5, 3.6	3.8, 4.1, 4.2, 4.3**, 4.4**, 4.5, 4.6, 4.7	Apply	3
EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals.	2.1, 2.2, 3.1, 3.2, 3.4, 3.6	3.8, 4.7	Apply	3
EPA 5: Follow-up and monitor a care plan.	2.1, 2.2, 3.1, 3.4, 3.6	4.7	Apply	3
EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).	1.1, 3.5, 3.6	3.8, 3.9	Apply	3
EPA 7: Collaborate as a member of an interprofessional team.	1.1, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4	3.7, 3.8, 4.7	Apply	3
EPA 8: Identify patients at risk for prevalent diseases in a population.	2.3, 2.4, 3.2, 3.4, 3.5, 3.6	3.1, 4.5, 4.6	Apply	3
EPA 10: Maximize the appropriate use of a medication in a population.	2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6	3.2, 4.5	Apply	3
EPA 11: Ensure that patients have been immunized against vaccine-preventable diseases.	2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6	3.1, 4.5, 4.6, 4.7	Apply	3

EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.	1.1, 2.3, 3.2, 3.3, 3.5, 3.6, 4.2, 4.4	3.8, 3.9**	Apply	3
EPA 13: Use evidence-based information to advance patient care.	1.1, 2.1, 3.5, 3.6, 4.3	4.1, 4.7	Apply	3
EPA 16: Display characteristics of professionalism and engages in continuous professional development.	4.1, 4.4	N/A	Apply	Yes

Adapted from Appendix 1. Mapping of the Core EPAs for New Pharmacy Graduates to the CAPE 2013 Educational Outcomes and the Pharmacists Patient Care Process 1<https://www.aacp.org/sites/default/files/2017-12/CAPE-EPA-PPCP-mapping.pdf>

**Levels of Expectancy\*:**

	<b>4 = Student is at APPLY level</b>	<b>3 = Student is at APPE READY level</b>	<b>2 = Student is at REINFORCE Level</b>	<b>1 = Student is at INTRODUCTORY level</b>	<b>N/A Does not apply</b>
<b>Knowledge/Skills/Attitudes</b>	Student has excelled in performing competency in knowledge.  Student has met expectations and requires minimal to no intervention from preceptor	Student performed the competency in knowledge at an acceptable level.  Student has met expectations but requires occasional intervention from preceptor	Student knows how to achieve competency in knowledge, but has not demonstrated it at an acceptable level.  Student requires significant intervention from preceptor	Student knows how to achieve competency in knowledge, but rarely demonstrates it.  Student requires significant intervention from preceptor, and preceptor must often complete for student	Does not apply

\*Adapted from the TCEP approved rubric

Students achieving levels 1 and 2 are not making satisfactory progress and need to improve these areas to levels 3 or 4. Students at a level of 3 are at satisfactory progress and are passing the objectives. Students achieving a level of 4 are exceeding expectations and are also passing the objective.

In order to pass this rotation, students must achieve a passing grade (minimum competency of 3 or 4) on 75% (10/13) of the EPAs listed for the Ambulatory Care APPE, in addition to a "Yes" evaluation on EPA 16 (Professionalism).

**Suggested activities to meet Entrustable Professional**

Preceptor to provide additional EPA connection, if preceptor includes alternative/additional activities.

<b>EPA</b>	<b>Task</b>	<b>Minimum level of</b>
EPA 1: Collect information to identify a patient's medication-related problem and health-related needs.	Document and receive preceptor confirmation and upload ten (1) drug-related interventions	3
EPA 2: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	Complete one (1) journal club related to ambulatory care pharmacy Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 3: Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3

EPA 4: Implement a care plan in collaboration with the patient, caregivers, and other healthcare professionals.	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 5: Follow-up and monitor a care plan.	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 6: Provide culturally and linguistically appropriate care to patients and/or clientele (UTEP specific).	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 7: Collaborate as a member of an interprofessional team.	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 8: Identify patients at risk for prevalent diseases in a population.	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 10: Maximize the appropriate use of a medication in a population	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 11: Ensure that patients have been immunized against vaccine-preventable diseases.	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 12: Educate patients and professional colleagues regarding the appropriate use of medications.	Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 13: Use evidence-based information to advance patient care.	Complete one (1) journal club related to ambulatory care pharmacy Document and receive preceptor confirmation and upload ten (10) drug-related interventions	3
EPA 16: Display characteristics of professionalism and engages in continuous professional development.	Receive a passing final professional assessment Complete a self-evaluation	Yes

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## Expectations of Students for Course

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 and ethical 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).

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## Procedure for resolving rotation concerns

1. The student should try to resolve the issue/concern directly with the primary preceptor.
2. If the issue/concern is not resolved, the student should contact the Course Coordinator.
3. If the issue/concern is not resolved, the student should contact the Office of Experiential Education (OEE) Director.
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 APPE course in general should be directed to the Course Coordinator, whereas content/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.

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## Methods of Instruction/Learning

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

1. **Outside Preparation** –topic discussions, 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 includes assessment of patient cases, make therapeutic recommendations, and document patient interactions.
4. **Drug related interventions** -learn crucial skills in patient assessment and engage in patient-centered care
5. **Journal club** – critically appraise the literature and apply to patient case and therapeutic knowledge
6. **Exams/Quizzes** – allows students to demonstrate knowledge recall
7. **Miscellaneous activities**- apply practice skills in real-word scenarios (Templates of rubrics are available as supplemental documents)
  - Case reports and presentations
  - Research project
  - Drug monograph
  - Formal consult
  - In-service/presentation
  - DUE – develop student’s written and verbal skills
  - Other activities as assigned by the preceptor

\* Refer to preceptor-specific course calendar or requirements. Learning methods should be discussed at the beginning of the rotation.

## Evaluation and Grading Policy<sup>a</sup>

Students are expected to participate in all activities in the rotation as assigned. The Ambulatory Care Pharmacy APPE is graded on a pass or fail scale. There will be two formal summative assessments conducted by the preceptor during the APPE – a midpoint and a final evaluation. All assessments will be administered via CORE ELMS<sup>®</sup>, 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.

Rotation Requirements <sup>a</sup>	Final Outcome
Receive a minimum level of expectancy with a level of 3 or 4 on 9 out of 12 ( $\geq 75\%$ ) EPAs <sup>b</sup>	Completed at passing level
Receive a passing final professional assessment (EPA 16) <sup>c</sup>	Completed at passing level
Upload and receive preceptor confirmation of minimum experiential rotation hours into CORE ELMS <sup>®</sup>	Completed
Complete preceptor evaluation in CORE ELMS <sup>®</sup>	Completed
Complete one (1) journal club related to ambulatory care pharmacy and provide copy in CORE ELMS	Completed
Document and receive preceptor confirmation and upload ten (10) Field Encounters in CORE ELMS	Completed
Complete a self-evaluation	Completed
Midterm evaluation (completed by preceptor and student together)	Completed
Complete APPE with unexcused absences	Completed
Complete one (1) preceptor defined miscellaneous activity (research project, drug monograph, formal consult, in-service/presentation, DUE, pre/post formative assessment of rotation) and document project in CORE ELMS	Completed

a. Failure to complete and turn in all assignments will result in a failure of the APPE.

b. All students finish their APPE year obtaining an EPA expectancy level of 3 at least once per EPA.

c. A passing level on the professional assessment is a "yes" response to EPA 16 on the final evaluation.

### 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. Requirements 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 rotation and across all required 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. If the 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 one (1) journal club related to ambulatory care pharmacy (MyCred portfolio deliverable)
- 2) Complete and document ten (10) drug-related interventions (CORE ELMS Field Encounters)
- 3) Complete one (1) preceptor directed miscellaneous activity (portfolio deliverable) such as:
  - a. Research project

- b. Drug monograph
- c. Formal consult
- d. In-service/presentation
- e. DUE

Required and supportive APPE documents are located in the document library in CORE ELMS.

**\*Preceptor assignments: The preceptor will provide any assessment criteria in advance.**

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## Required Course Technology/Tools/Needs

### Drug Information Resource:

- Access to drug resources through the UTEP library
- 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

### Calculator:

- Students are expected to bring a scientific calculator

### Recommended Resources

- Primary literature, tertiary literature within Ambulatory Care practices as outlined by preceptor

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

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## Missed Requirements for the APPE Policy

1. It is up to preceptor to determine how late assignments/missed deadlines are to be handled (e.g., failure on professionalism [EPA 16]).
  2. All assignments/other must be turned in prior to end of rotation to pass the rotation.
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## Remediation Policies

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

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## 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).

<http://admin.utep.edu/Default.aspx?tabid=58534>

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

<http://helpdesk.utep.edu>.



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.

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## Attendance and Professional Behavior

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 an incomplete and/or a failing grade and the student will be reported to the Director of Experiential Education for unprofessional behavior. For excused absences, the student will need to work with the course coordinator and site preceptor to make up the missed time and may result in an incomplete. Please refer to the Student and Office of Experiential Handbooks for more information.

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 24-hour notice to preceptors of schedule disruptions.
3. Any absence of one day or more will require completion of an "Absence" form in CORE ELMS®. If possible, this form should be submitted to the preceptor and the Office of Experiential Education (OEE) (in CORE ELMS®) at least one month prior to the scheduled absence. In the event the absence is not scheduled, the Absence Request form should be submitted to the preceptor and OEE within three days of the student's return. It is the responsibility of the course coordinator, working with the preceptor, to determine if the student can successfully complete the rotation. A detailed plan for the make-up of the missed days will be completed if it is possible to make up the missed days.
4. Days missed due to interviews for professional meetings (e.g., ASHP Midyear Meeting) are considered absences and the guidelines outlined must be followed. Students must discuss interview schedules/ professional meetings one month before the meeting. Guidance outlined in the Student Handbook on student travel and absences and the OEE Handbook.
5. Extended absences may result in failure of the rotation and/or delay in completion of the rotation and/or graduation.

Students should be permitted to attend the PILLS course during rotations. However, time traveling or attending the PILLS course needs to be made up and will not be rotation release time.

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## 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. Certain rotations may not permit a cell phone. 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.

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## Food/Beverage Policy

Students must not eat or drink in the pharmacy, any patient care or experiential site unless allowed to do so by the site preceptor.

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## 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 (e.g. scrubs) or make-up requirements, and/or tattoos, hair color, etc., the student must follow. It is the student's responsibility to make contact with the preceptor in advance to verify any site-specific requirements. Pharmacy student/intern name badge must be *worn at all times* during IPPE/APPE rotations.

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

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## 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, using professional language and behavior, being on time, and actively participating in rotational experiences, etc. 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.

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.

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## 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](mailto: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/>

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## 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 the course Blackboard shell. It is your responsibility to review the syllabus periodically for updates.

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## Additional Information

### Campus Concealed Carry:

On UTEP Campus

Effective August 1, 2016.

<http://sa.utep.edu/campuscarry/>

Off UTEP Campus

Please refer to site requirements/rules/laws.

### Civility Statement:

You are expected to follow basic standards of courtesy (<http://admin.utep.edu/Default.aspx?tabid=73922>) and may be dismissed from class 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): 747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 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: 534-5478
- <http://carineducators.tumblr.com/survival>

### Title IX:

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

## Preceptor Information Sheet

**Primary Preceptor (Rotation Coordinator) Name:**

Preceptor phone number:

Preferred method of communication:

**Site name:**

Address:

Pharmacy phone number:

Pharmacy Fax number:

Other preceptors at site:

# APPE Calendar

<b>Week 1</b>	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:
<b>Dates:</b>	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:
<b>Week 2</b>	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:
<b>Dates:</b>	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:
<b>Week 3</b>	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:
<b>Dates:</b>	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:	Time out: Midpoint Evaluation
<b>Week 4</b>	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:
<b>Dates:</b>	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:
<b>Week 5</b>	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:
<b>Dates:</b>	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:
<b>Week 6</b>	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:	Time in:
<b>Dates:</b>	Time out:	Time out:	Time out:	Time out:	Time out:	Time out:	Time out: Final and Self Evaluation