EXPERIENTIAL PROGRAMS HANDBOOK

INFORMATION FOR STUDENTS, PRECEPTORS, AND SITES

AUGUST 2016

http://pharmacy.utexas.edu/students/programs-of-study/pharm-d-program/experiential-program/

http://pharmacy.utexas.edu/faculty-staff/preceptor-faculty/
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Vision and Mission, The University of Texas at Austin College of Pharmacy

Vision and Mission
The University of Texas at Austin College of Pharmacy

Vision

To be the leading college of pharmacy for innovative interdisciplinary education, research, and service, revolutionizing patient care and health outcomes in Texas and the world.

Mission

To provide exemplary education, training, research, and professional development for Pharm.D. students, graduate students, and postgraduates in the pharmaceutical sciences; to advance discovery, innovation, and patient care; and to provide service to the university, professional and scientific communities, and society.

Core Values (As adapted from the UT Austin core values.)

Learning – Foster a community of students and teachers who learn from one another.
Discovery – Expand knowledge and understanding.
Freedom – Seek and express the truth.
Leadership – Identify and act upon new opportunities, with the integrity and spirit that nothing is impossible.
Responsibility – Serve as a catalyst for positive change in Texas and beyond.
Individual Opportunity – Highly value equity and diversity.
## College of Pharmacy Curriculum

### P1 Fall
- PHM 480C Nephrology/Pathophysiology I
- PHM 381M Pharmaceutical Biochemistry I
- PHM 387M Physical & Chemical Principles Drugs
- PHM 387F Physical & Chemical Principles Drugs Lab
- PHM 388C Medicinal Chemistry Principles
- PHM 380P Basic Pharmaceutical Science Lab
- PHM 387N Biopharmaceutics
- PHM 287DA Introduction to Patient Care A
- PHM 281C Foundations for Professional Development I

Total 18 hrs

### P1 Spring
- PHM 480D Nephrology/Pathophysiology II
- PHM 381N Pharmaceutical Biochemistry II
- PHM 381L Personnel Mgmt & Patient Behav
- PHM 380P Personnel Mgmt & Patient Behav Lab
- PHM 388M Pharmacotherapeutics
- PHM 388P Pharmacotherapeutics Lab
- PHM 387B Introduction to Pharmacy Practice B
- PHM 281D Foundations for Professional Development II

Total 16 hrs

### P1 Summer
- PHM 386H Institutional Clinical Skills (2-week session)

Total 3 hrs

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### P2 Fall
- PHM 186Q Drug Information & Evidence-Based Practice
- PHM 385P Drug Information & Evidence-Based Practice Lab
- PHM 385D Pharmacotherapeutics I
- PHM 282E Nonprescription Pharmacotherapeutics I
- PHM 282P Patient Assessment Skills Lab
- PHM 384L Pharmacy & Healthcare System
- PHM 284M Pharmacy Professional Communication
- PHM 282C Foundations for Professional Development III
- PHM 186Q Experiential Pharmacy Practice & Patient Counseling (~50% of class during fall)

Total 20-21 hrs

### P2 Spring
- PHM 386N Integrated Basic & Applied Kinetics
- PHM 380P Integrated Basic & Applied Kinetics Lab
- PHM 385E Pharmacotherapeutics II
- PHM 384F Pharmacotherapeutics II Lab
- PHM 382E Nonprescription Pharmacotherapeutics II
- PHM 186Q Interprofessional Ethics
- PHM 289P Introduction to Clinical Skills with Lab
- PHM 282D Foundations for Professional Development IV
- PHM 186Q Experiential Pharmacy Practice & Patient Counseling (~50% of the remaining classes during spring)

Total 18-19 hrs

### P2 Summer
- PHM 386H Institutional Clinical Skills (2-week session)

Total 3 hrs

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### P3 Fall
- PHM 665F Pharmacotherapeutics III
- PHM 388G Pharmacotherapeutics IV
- PHM 388P Pharmacotherapeutics III Lab
- PHM 383F Basic Intravenous (IV) Admixtures
- PHM 383G Basic Intravenous (IV) Admixtures Lab
- PHM 283C Foundations for Professional Development V
- PHM 287H Community Care Clinical Skills (~30% of class during fall)

Total 14+ hrs

### P3 Spring
- PHM 284E Pharmacy Law
- PHM 385H Pharmacotherapeutics of Special Populations
- PHM 386F Advanced Pharmacotherapeutics Lab
- PHM 385R Advanced Evidence Based Practice
- PHM 384F Pharmacoeconomics
- PHM 282D Foundations for Professional Development VI
- PHM 287H Community Care Clinical Skills (~30% of the remaining class during spring)

Total 13+ hrs

### P3 Summer
- Rotation (6-week session)

Total 6 hrs

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### P4 Fall
- Rotation
- Rotation
- Rotation
- Rotation

(8-week session for each rotation)

Total 18 hrs

### P4 Spring
- Rotation
- Rotation
- Rotation
- Rotation

(8-week session for each rotation)

Total 18 hrs

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### P4 Summer
- Rotation

Total 8.16 hrs
TECHNICAL STANDARDS FOR PHARMACY EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN COLLEGE OF PHARMACY

The Accreditation Council for Pharmacy Education Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, July 1, 2016, articulates the requirements for professional degree programs in pharmacy. As an accredited program in pharmacy, The University of Texas at Austin College of Pharmacy is, therefore, ultimately responsible for student selection and matriculation, curriculum design, implementation and evaluation, and determination of who should be awarded a degree in fulfillment of these requirements. Decisions related to all levels of student engagement at The University of Texas at Austin College of Pharmacy from admission to graduation are both academic and non-academic in nature, and must ensure that candidates complete the essential functions and meet the expected levels of engagement of the program required for graduation, and ultimately for practice.1 Because graduates are eligible to become pharmacists without practice restrictions, the college must require that students complete all core components and not allow achievement in only a limited set of activities.

Additionally, The University of Texas at Austin College of Pharmacy’s “Policy Statement on Ethical Conduct and Scholastic Integrity in the College of Pharmacy” reads as follows: “Pharmacy practitioners enjoy a special trust and authority based upon the profession’s commitment to a code of ethical behavior in its management of stakeholder affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students.”

The primary role of the pharmacist is to provide safe and effective healthcare to patients. In addition to patient safety, the College of Pharmacy has an obligation to ensure, to the extent possible, the safety of the students and the practice settings in which students participate in experiential education.

In consideration of the aforementioned, The University of Texas at Austin College of Pharmacy adheres to the following technical standards which are required of all students for admission, progression, and graduation, with or without accommodation:

**Ethical**
Classroom, laboratory and experiential performance demonstrate adherence to ethical standards and obligations of professional practice. Students must exhibit professional demeanor and conduct in all

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dealings with peers, faculty, staff, patients, and the practice community. Students must understand the legal aspects of the practice of pharmacy and function within the regulations established by law. Students must adhere to the principles set forth in the “Oath of a Pharmacist”.

Social and Behavioral
Students must possess sufficient mental and emotional health to utilize intellectual abilities, exercise good judgment, promptly complete all assignments and responsibilities, meet established deadlines, function under the stress of physically and emotionally demanding workloads, develop effective relationships and demonstrate compassion and concern for others. Students must be able to effectively function in culturally and socially diverse educational and practice environments. Illicit drug use and alcohol impairment are not tolerated, and all students must submit to periodic criminal history checks and drug screens.

Observation
Students are expected to have the ability to critically observe demonstrations, experiments, and patients. These skills require the functional use of vision, verbal, hearing, and somatic senses. Thus, acuity in these senses is important.

Motor (Fine and Gross)
Students are expected to have sufficient motor function to prepare all routine types of medications including sterile and non-sterile compounding, perform patient assessment, and deliver direct patient care. Students are expected to be able to interface with essential technologies.

Communication
Students must be able to communicate in the English language effectively, efficiently and with sensitivity in verbal, non-verbal and written forms with peers, faculty, staff, patients, and the practice community.

Intellectual, Conceptual, Integrative, Quantitative
Students must demonstrate a range of intellectual skills that allow mastery of the large and complex body of knowledge that comprises the pharmacy curriculum. Students must also demonstrate critical thinking and problem solving skills, and the ability to solve patient care problems in a competent manner.

Candidates are required to certify that they have reviewed and meet these technical standards at the time of application. Students will be expected to continue to meet these standards over the course of the program. No person will be denied admission or graduation on the basis of any disability, provided that the person demonstrates ability to meet the minimum standards set forth in this document. Reasonable accommodations, that do not alter the fundamental nature of the curriculum, may be made when documented and requested by a student, in advance through official university channels, in accord with standards and requirements of the Americans with Disabilities Act. Final determination of a reasonable accommodation is an interactive process that involves input from the

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3 Criminal Background Check and Drug Screen Policy, The University of Texas at Austin College of Pharmacy, http://sites.utexas.edu/phr-experiential/student-experience/policies-requirements/criminal-background-check-drug-screen-policy/
student, the program’s faculty and administration in conjunction with the Services for Students with Disabilities prior to and during the pharmacy education program.

Individuals with questions or concerns or who feel unsure about their ability to meet these standards should contact The University of Texas at Austin College of Pharmacy Office of Student Affairs.

Visit http://pharmacy.utexas.edu/students/programs-of-study/pharm-d-program/technical-standards-for-pharmacy-education/ for the web version of this document.
General Policies govern both IPPEs and APPEs as specified. Where applicable, web links are provided so that the reader is directed to the most current information.
Current college policy (P4 course syllabus): “Additionally, student-interns may not be employed at an institution to which they are assigned for rotations until the rotation is successfully completed.”

ACPE Accreditation Standards and Key Elements For the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree Standards 2016 10.16:
“Remuneration/employment – Students do not receive payment for participating in curricular pharmacy practice experiences, nor are they placed in the specific practice area within a pharmacy practice site where they are currently employed.”

This policy is implemented to protect The University of Texas College of Pharmacy, its students and its preceptor-faculty from real or perceived bias in the rotation evaluation process that could potentially call into question the preceptor-faculty member’s evaluation of a student, or the student’s evaluation of the preceptor, related to any pharmacy practice experience that is part of the pharmacy curriculum. Such bias could compromise pharmacy practice experiences generally, harm relationships between the college, preceptors, and students, and conceivably threaten the college’s accreditation status through ACPE.

For the purpose of this policy, “currently employed”, or current employment is defined as active employment at a practice site during the time the student is participating in a college-assigned rotation at the practice site. These rotations may be either Introductory (IPPE) or Advanced Pharmacy Practice (APPE) Experiences.

Policy:
1. For any IPPE or APPE placement in a rotation site, any bias, real or perceived, cannot be present, nor influence the student-preceptor interaction, nor bias the evaluation process.

2. Attestations for both students and preceptors will be added to forms and surveys regarding employment, supervision, and the potential for bias in order to guarantee, to the extent possible, that evaluation bias does not occur. If any question as to potential conflict of interest arises, the preceptor or student is required to contact the Assistant Dean for Experiential Programs to secure an opinion.

3. Under no circumstance may a student be evaluated in an IPPE or APPE experience by a
preceptor who is or has been involved in the evaluation of that student on an employment basis.

4. For IPPEs, students may not be assigned to a practice site where they are currently employed either as a technician or an intern. In each placement, the college will strive to ensure that a student is placed in a location other than where he or she works. This applies to the physical location, the community chain, or the hospital of employment. In the event that this cannot be avoided due to availability of resources, the student may be placed in another location of a community chain, or in another area of the hospital. An example of this would be the OTC laboratory (IPPE) that occurs only in Walgreens. See also #3 above.

5. For APPEs:
   a. Students CANNOT be assigned to a practice site, including the same chain or hospital, where they are currently employed either as a technician or an intern, for any of the four core rotations (Advanced Community, Advanced Hospital, Ambulatory Care or Acute Care) and all selective rotations. For each assignment, the college will consciously place students in a location other than where he or she has worked. This applies to the physical location, the community chain, or the hospital of employment. The only exception would be if the type of core rotation needed does not exist in any other facility in the student’s assigned region. For example, a student may have been or is currently employed at a hospital in the inpatient pharmacy; however, this hospital is the sole source of acute care rotations for that region. In this case, the student may be assigned to this hospital, but must not be evaluated by, nor his or her rotation evaluation receive any input from, any pharmacist or other person involved currently or previously in that student’s employment evaluation. These types of situations must be revealed and acknowledged prior to, or at the very latest at the time of, placement. See also #3 above.
   b. The policy described in 5.a. also applies generally to elective rotations. To reiterate, for each assignment, the college will consciously place students in a location other than where he or she has worked. This applies to the physical location, the community chain, or the hospital of employment. The only exception to this would be a rotation that may occur, for example, in the same chain for which the student currently works. However, that rotation would not be one of the four core rotations or a selective rotation, would not be in a physical location in which the student has worked or currently worked, and would not be supervised, nor any input into the rotation evaluation be given, by anyone previously or currently involved in the evaluation of that student in an employment capacity. An example of this might be a management or leadership rotation in a community chain or hospital. These types of situations must be revealed and acknowledged prior to, or at the very latest at the time of, placement. See also #3 above.

6. Students or preceptors who are found to have falsified information in attestations, or otherwise are believed to have exhibited bias in the evaluation process, either pre-rotation or post-rotation, risk sanctions from the College of Pharmacy, including but not limited to:
   - Students may fail a rotation, with delayed graduation and other implied penalties, including referral for unprofessional conduct.
   - Preceptors may lose preceptor-faculty status with the College of Pharmacy.
7. Students may not be placed in the same type of rotation twice (for example, two community rotations or two hospital rotations). The purpose of rotations is to expose students to a number of different practice settings and experiences, which would not occur if a student repeats experiences. The only exception to this is the three research rotations required of students in the Pharm.D./Ph.D. program.

8. Student requests for a change in rotation placement either before or during the APPE year must be initiated at least 12 weeks prior to the start of the rotation for which the change is being requested. Such changes must include an articulation of the reason for requesting the change. Regional faculty reserve the right to make rotation changes at any time and for any reason deemed necessary.
THE UNIVERSITY OF TEXAS AT AUSTIN COLLEGE OF PHARMACY POLICY ON STUDENT PLACEMENT IN LONGITUDINAL ROTATIONS

Background

Accreditation Standards and Key Elements For the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, or “Standards 2016”, articulates specific requirements related to both Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs). These mandates place an increased demand on pharmacy practice sites, specifically health system practice facilities, to provide more, varied and high quality rotation experiences for student pharmacists throughout all four years of the Pharm.D. program.

In addition to an ever-changing healthcare environment, including cost restraints and increasing demands on pharmacists to provide patient care, health systems are being forced to carefully consider their role in the education and training of future pharmacists. If a partnership between health systems pharmacy practice and pharmacy education is to be sustainable, it is incumbent upon both practice and education to develop synergistic programs and policies that are beneficial to all parties involved. To that end, scheduling student pharmacists into longitudinal, or block, rotations has become a method to streamline placement of student pharmacists and increase efficiencies for the practice site, the college of pharmacy, and for the student pharmacist. Efficiencies and advantages include but are not limited to: minimal onboarding and transitional time between rotations, the ability for student pharmacists to participate in longitudinal projects of benefit to the site and the student, enhanced preparation for residency application, the opportunity for student pharmacists to develop skills and competencies while being monitored and mentoring by an established set of preceptors, and site commitment to provide a guaranteed number of quality rotations. In order to address these opportunities as well as identified possible disadvantages and maintain the accountability of the UT College of Pharmacy for quality pharmacy education, the policies below are articulated.

Appendix 2 of “Standards 2016” under the section “Blended Environments” provides guidance for longitudinal experiences. Specifically, it states that “longitudinal experiences may exist where students participate in more than one of the four required APPEs within the same institution (i.e., taking a general medicine APPE, an ambulatory care APPE, and a health system pharmacy APPE in the same hospital). The key is that a college or school documents how its APPE program is balanced between the four required practice areas and how all program outcomes, student performance competencies, and ACPE standards are met.”
The University of Texas at Austin College of Pharmacy supports policies and procedures that meet the needs of pharmacy practice sites while maintaining the integrity and autonomy of the pharmacy education program. To that end, the following policies related to longitudinal rotation scheduling are implemented.

Policy

1. The college will pursue and consider proposals from practice sites for longitudinal, or block rotations.

2. If the healthcare institution requires that student pharmacists apply for special P4 programs that involve a series of rotations:
   
a. The site must also guarantee that these same types of rotations will be available to student pharmacists who did not apply for, or applied but were not accepted to, these specialized programs, as otherwise appropriate (availability, student pharmacists having met prerequisites for the rotation, onboarding completed, etc.).
   
b. Student pharmacists accepted into these special programs involving required rotations must have the ability to select their elective/selective rotations as available.
   
c. Student pharmacists should select rotations that are not a part of the longitudinal process carefully to provide breadth of exposure and diversity of practice experience.
   
d. Student pharmacists should be able to apply for these programs by the end of their P2 year in order for the facility and college to plan accordingly, and should be notified of acceptance (or denial) by the end of the fall semester of the P3 year.
   
e. Once a student pharmacist enters a special P4 program and begins rotations, she/he is committed to the program and may not back out. The policy that the healthcare institution uses to terminate a student pharmacist for cause must be articulated in advance of student pharmacist participation.
   
f. While the practice site may play a role in selecting the student pharmacists(s) to participate in their program, all parties acknowledge that the student pharmacist is the ultimate responsibility of the college. Therefore, all rules and regulations of the experiential program related to preceptors, sites, and students apply to longitudinal programs and placement.

3. Student pharmacists may apply for these special programs consistent with their P4 region assignment.

4. The University of Texas College of Pharmacy maintains complete autonomy in the establishment and maintenance of curricular, and thus experiential, outcomes, and compliance with accreditation standards.

Approved by the Dean, UT Austin College of Pharmacy, July 30, 2015
Region Assignment

The number of positions available in each region varies depending upon contractual arrangements with practice facilities. Positions are limited in the Austin region; therefore, the majority of students are assigned to pharmacy practice experiences in geographic areas other than Austin/Temple/Waco. Students may rank all available regions in order of preference. Assignments will be made by a computer generated random number sequencing process that takes into account student preferences. The timing of this process allows students to make housing and other arrangements once assignments are made. Students should consider all region assignments as final.

Students must relocate to affiliated campuses in May, immediately following conclusion of the P2 year. Students assigned to Austin/Temple/Waco, Dallas/Fort Worth, and Galveston/Houston will remain in Austin. Students assigned to San Antonio will relocate to The University of Texas Health Science Center in San Antonio for the two IPPE courses as well as didactic and laboratory courses during the P3 year. University of Texas El Paso and University of Texas Rio Grande Valley Cooperative Program students will return to their home campuses at this time.

This policy is subject to change at the discretion of the college.
IMPORTANT NOTE: UTEP and UT Pan Am Cooperative Pharmacy Program (CPP) students, and those students assigned to San Antonio, will spend TWO years in their respective regions beginning with the Summer (late May) 2017 semester. The diploma of students assigned to San Antonio will reflect a joint degree between The University of Texas at Austin and The University of Texas Health Science Center San Antonio. Students assigned to El Paso and the Valley for the P4 year by virtue of the region assignment process may elect to spend two years in their assigned region, in which case these students’ diplomas will list The University of Texas at Austin “in cooperation with [UTRGV or UTEP]”. Students assigned to Austin/Temple/Waco, Dallas/Fort Worth, and Galveston/Houston will spend the P3 year in Austin and the P4 year in their assigned region (July 2018 through mid-May 2019).

POLICIES:
1. Regional resources dictate the number of positions available in each region. Students may NOT negotiate for additional regional slots with individual practitioners or regional faculty in any region. Students may not negotiate with each other to exchange regional slots.

2. Circumstances that prevent students from progressing to the P4 year include, but are not limited to: a) failing any required course that causes a student to fall behind in terms of progression; b) not completing all Pharmacy and University required hours by the end of the third professional year; c) not completing the Early Practice Experience; or d) progression delayed for personal circumstances, such as illness. If delayed progression for any of the above reasons occurs during the spring semester of the P1 year after the “draw”, or during the fall semester of the P2 year, the student forfeits the assigned regional slot, and the student is placed in the draw for a slot with the next class. If a student’s progression is delayed in the spring of the P2 year or thereafter, the student forfeits the assigned regional slot, and will be assigned to any regional slot available.

3. Region assignments will be made by a computer-generated random number sequencing process that takes into account your region preferences. It will be to your advantage to list all available regions in order of preference.

4. Region slot vacancies due to the circumstances outlined in No. 2 will not necessitate another computer draw. It is the prerogative of the Dean’s Office to determine if vacated slots are available to be filled by other students.

5. Students should consider all region assignments as final. However, appeals may be submitted to the Region Assignment Committee, which will consider moving students for EXTENUATING CIRCUMSTANCES ONLY (per published policy) as determined by that committee. Appeals must be submitted by the end of the P2 fall semester via the form “P3/P4 Relocation Appeals Form”. “Trading” regional slots is NOT allowed.

6. Students formally admitted to the Pharm.D./Ph.D. program or the honors program should be prepared to appeal their region assignment FOR THE P3 YEAR ONLY if assigned to a region not compatible with their chosen research area. All Pharm.D./Ph.D. students will participate in their research rotations in Austin (or wherever the supervising professor is located), and their remaining five rotations, PLUS the Institutional IPPE, in the region to which assigned. Honors program students will complete the Institutional IPPE and all rotations in the region to which they are assigned. Students dropping out of the Pharm.D./Ph.D. program at any time during the curriculum will complete all seven required rotations in the region to which assigned.
7. By entering the web-based assignment system (see below), you verify that you have read and understand all published policies governing the region assignment process and agree to abide by these policies.

The web site for entering regional preferences is https://utdirect.utexas.edu/phast/stdt/reg_prefs.WBX and requires a UT EID login. It is your responsibility to enter your regions in order of preference. You may enter the system as many times as you wish to make changes up until the deadline. Students not submitting preferences by the stated deadline will be given any remaining slots after other students have been assigned. It is YOUR responsibility to ensure that your regions are listed in the correct order, and that they are submitted by the deadline of April 3, 2016.
P3/P4 Relocation
Appeals Policy

Policy Statement:
Policy for students to appeal assignment to a P3 and/or P4 region.

Reason for Policy:
A policy is needed to address student appeals to attend the P3 and/or P4 year in a region other than what they were assigned as a P1 student.

Procedures:
All appeals go through the Colleges standing Region Appeals Committee

Forms/Instructions:
Student Region Appeals Form

Related UT Policy:
None

Effective: April 2011
Last Updated: April 2016

Responsible University Officer:
Dean
Asst. Dean Experiential Programs

Policy Owner:
Dean
Asst. Dean Experiential Programs

Policy Contact:
Asst. Dean Experiential Programs

Additional Contacts:
Sr. Assoc. Dean Academic Affairs
Faculty Chair of Region Appeals Committee

Mandatory Review Timeline:
As needed

Students are reminded that, as a condition of admission to the Pharmacy Program at The University of Texas at Austin, they are required to sign a statement which reads, “……I agree to accept an experiential assignment in any available region for the time period designated by the college. I understand that this will more than likely require my leaving Austin for the last one or two years of the pharmacy program………”

Thus, region assignments should generally be considered as final, and each student should be planning from the time of admission to be assigned to any experiential region available to his or her degree plan.

Policy Statement

This policy is intended to address an appeal by a student to attend the P3 and/or P4 year in a region other than what they were assigned as a P1 student. The policy is designed to address any student assigned any region to appeal to stay in (or relocate to) any other region. The basis of the appeal may be programmatic (e.g., participation in the Honors or PharmD/PhD Program), for
serving as one of the Executive Officers in Pharmacy Council, or for personal reasons (e.g., hardship, special circumstances, etc.). All appeals go through the Colleges standing Region Assignment Committee.

**Guidelines and Procedures**

1. Appeals must be submitted no later than January 15th of the Spring semester prior to relocation using the official Regional Appeals Form.

2. Students may appeal special circumstances (including hardship cases). The Committee will first decide whether the request is meritorious, and if so, whether adequate resources (lab space, classroom space, rotation slots, etc.) are available. If meritorious requests exceed resources, the Committee will prioritize approvals to determine those that can be accommodated.

3. For the Honors Program, students must submit the formal appeal by January 15th of the P2 year, but it will automatically be granted for the P3 year only. Since Honors students must complete all aspects of the Program prior to the start of rotations in the P4 year, these students will be required to attend the P4 year in their assigned region. Further, Honors students must complete their Institutional IPPE in the region assigned, and if a student drops out of the Honors Program prematurely, they will immediately revert to their assigned region with the start of the next semester.

4. For the PharmD/PhD Program, students must submit the formal appeal by January 15th of the P2 year, but it will automatically be granted for the P3 year and for either the first three (#1-#3) or the last three (#6-#8) rotations of the P4 year. PharmD/PhD students will be required to attend the balance of the P4 year (the five patient-focused rotations) in their assigned region. PharmD/PhD students must complete their Institutional IPPE in the region assigned, and if a student drops out of the PharmD/PhD Program prematurely, they will immediately revert to their assigned region with the start of the next semester.

5. Only the five executive officers of Pharmacy Council may submit an appeal as soon as the results of elections are known, and it will be automatically granted for the P3 year only. Appeals will not be approved for other organizational officers. Since the Pharmacy Council officer responsibilities conclude at the end of the P3 year, these students will be required to attend the P4 year in their assigned regions. Pharmacy Council officers must complete their Institutional IPPE in the region assigned, and if they leave their office prematurely, they will immediately revert to their assigned region with the start of the next semester.

6. Students completing all P3 and P4 coursework **on site** in San Antonio will graduate with a joint degree from both The University of Texas at Austin and The University of Texas Health Science Center San Antonio. Students who are part of either Cooperative Pharmacy Program (UTEP or UTPA) will graduate in affiliation with that program. In all of the above cases, both institutions will be listed on the diploma.

7. For all Cooperative Program students, participation in the Honors Program, the PharmD/PhD Program, and/or serving as a Pharmacy Council Officer the P3 year will satisfy their Service Learning requirement.

8. The P3P4 Relocation Appeals Form is required. Additional documentation in support of the appeal may be requested. This form may be requested from the Student Affairs Office.
Voluntary Relocation to a Cooperative Pharmacy Program Campus

Policy on Voluntary P3 (Early Relocation to Cooperative Program Campuses)

Students who are assigned via the region selection process to either El Paso (graduating no later than May 2019) or the Rio Grande Valley region for the P4 year, but who are not members of a Cooperative Pharmacy Program, currently have the option of requesting relocation to UTEP or UT Rio Grande Valley (UTRGV) for the P3 year as well. These requests will be granted as space permits. However, in so doing, the student agrees to the following stipulations, which will (in essence) mean that they will be graduating as a Cooperative Pharmacy Program student.

1. A non-Cooperative Pharmacy Program student assigned to UTRGV or UTEP (graduating no later than May 2019) or UTRGV for their P4 year can **elect** to relocate for their P3 year (in addition, of course, to their P4 year), providing that they can be accommodated by the region (i.e., the Cooperative Program campus must first approve).

2. If approved for P3 relocation, the student is **required** to complete the service learning component on the Cooperative Pharmacy Program campus, since all of the other P3 students in that region are doing likewise. If a student is not in agreement with this stipulation, they will not be allowed to relocate for the P3 year.

3. The student will graduate in affiliation with the specific Cooperative Program, and thus the diploma will include the dual designation of UT Austin “in cooperation with” the specific Cooperative Program campus.

4. Any student choosing to pursue this opportunity must sign this four-point statement indicating that they understand and accept the specified stipulations of this student-initiated relocation request.

I am requesting relocation to a Cooperative Pharmacy Program Institution for my P3 year, and understand and accept the stipulations above.

| Student Signature | Print Name & Date |
Student Credentialing

Credentialing of Students to Practice Sites

Students assigned to IPPEs have met the following requirements:

1. completion of all required and elective pharmacy coursework and programmatic requirements to date.
2. immunizations as required by the Texas Administrative Code, Title 25, Health Services, §97.63, and have been screened for tuberculosis per the policy *Immunizations Requirements, College of Pharmacy, The University of Texas at Austin*, [http://www.utexas.edu/pharmacy/general/experiential/student/immunization.html](http://www.utexas.edu/pharmacy/general/experiential/student/immunization.html) and have received an annual flu shot.
3. payment of liability insurance for coverage of $2 million/$6 million (certificate available upon request).
4. possession of a current Texas State Board of Pharmacy intern card. The student can provide a copy to your facility upon request.
5. participation in a criminal history check and drug screen as outlined in the policy *Criminal Background Check and Drug Screen Policy, The University of Texas College of Pharmacy*, [http://www.utexas.edu/pharmacy/general/experiential/info/crim_drug.html](http://www.utexas.edu/pharmacy/general/experiential/info/crim_drug.html)
6. successful completion of the American Heart Association BLS for Healthcare Providers (CPR and AED).
8. completion of training modules in HIPAA, bloodborne pathogens and Medicare Part D: Fraud, Waste and Abuse. The student can provide a copy of module certificates upon request.
9. possession of current health insurance. The student can provide this information to you upon request.
10. immunization certification through APhA.

Students assigned to APPEs have met the following requirements:

1. completion of all required and elective pharmacy coursework and programmatic requirements to date [http://catalog.utexas.edu/undergraduate/pharmacy/](http://catalog.utexas.edu/undergraduate/pharmacy/).
2. immunizations as required by the Texas Administrative Code, Title 25, Health Services, §97.63, and have been screened for tuberculosis per the policy *Immunizations Requirements, College of Pharmacy, The University of Texas at Austin*: [http://www.utexas.edu/pharmacy/general/experiential/student/immunization.html](http://www.utexas.edu/pharmacy/general/experiential/student/immunization.html).
3. payment of liability insurance for coverage of $2 million/$6 million (certificate available upon request); policy year runs September 1-August 31.
4. possession of a current Texas State Board of Pharmacy intern card.
5. participation in a criminal history check and drug screen as outlined in the policy *Criminal Background Check and Drug Screen Policy, The University of Texas College of Pharmacy*: [http://www.utexas.edu/pharmacy/general/experiential/info/crim_drug.html](http://www.utexas.edu/pharmacy/general/experiential/info/crim_drug.html).
6. successful completion of the American Heart Association BLS for Healthcare Providers (CPR and AED).
7. health insurance coverage.
9. completion of training modules in both HIPAA, bloodborne pathogens and Controlling Fraud, Waste and Abuse.
10. immunization administration certification through APhA.
11. medication therapy management (MTM) certification through APhA.
12. certification in sterile admixtures in compliance with Texas Administrative Code, §291.133.

For more information, contact the Assistant Dean for Experiential and Professional Affairs at jennifer.ridings-myhra@austin.utexas.edu, or 512-475-9752

Background Checks and Drug Screens

Criminal Background Check and Drug Screen Policy

The current version of the college’s policy is available at http://sites.utexas.edu/phr-experiential/student-experience/policies-requirements/criminal-background-check-drug-screen-policy/

Required Immunizations

Immunizations

For current information on immunizations required for Pharmacy Students, visit

http://sites.utexas.edu/phr-experiential/student-experience/policies-requirements/mandatory-immunization-schedule/

Other Requirements

Other Requirements

See the Student Credentialing page in this handbook for other student requirements.
Texas State Board of Pharmacy Rules

Texas State Board of Pharmacy Internship Rules

Students and preceptors must not only comply with the rules, regulations, and policies related to experiential courses at The University of Texas at Austin College of Pharmacy, but must also abide by the laws and regulations that govern internship set forth by the Texas State Board of Pharmacy.

For information on student-interns, preceptors, and internship, visit http://texreg.sos.state.tx.us/public/readtac%5Ext.ViewTAC?tac_view=4&ti=22&pt=15&ch=283&r l=Y

For questions on how these rules set the context for experiential education at The University of Texas at Austin College of Pharmacy, contact jennifer.ridings-myhra@austin.utexas.edu.
Texas Consortium on Experiential Programs (TCEP)

The Texas Consortium on Experiential Programs (TCEP, formerly the Joint Committee on Experiential Programs, or JCIP) is a coordinating body consisting of two experiential administration representatives from each of the existing pharmacy educational programs in the state of Texas. The TCEP attempts to bring Texas colleges and schools of pharmacy together to examine possibilities for collaboration in all areas of experiential education.

The TCEP:
• develops and endorses a common six-week rotation calendar.
• develops and offers joint preceptor training
• serves as the TSBP-sanctioned approval body for preceptor training offered by entities other than colleges or schools of pharmacy.
• gives input to TSBP on internship rules.

TCEP Calendar for Assigning P4 Rotations

All Texas pharmacy programs are expected to follow the following calendar for securing APPE rotations:

**September 1:** Colleges/schools remind practice sites that the colleges/schools will contact them on or around October 1

**October 1:** Colleges/schools contact practice sites with anticipated rotation needs for next P4 internship year

**November 1:** Practice sites inform colleges/schools of the number and types of P4 rotation slots available so that colleges/schools can make assignments

**March 1:** Colleges/schools inform practice sites which slots each college/school has reserved for the upcoming year. This is an approximate date depending on when the upcoming year’s rotations are “finalized”.

**April 1:** Schools/practice sites release reserved slots for general use.
Introductory Pharmacy Practice Experiences (IPPEs) occur in the context of required courses during the P1, P2 and P3 years. As the name implies, these experiences are introductory in nature. Although some observation on the part of the student is appropriate, especially when new skills are introduced, continued development of hands-on skills is expected. Course instructors can provide guidance regarding activity and performance expectations of both students and preceptors.
Introductory Pharmacy Practice Experiences

Students must be registered as intern-trainees (P1 year) or student interns (after P1 year) with the Texas State Board of Pharmacy (TSBP) in order to participate in these courses. IPPEs primarily occur in pharmacy practice sites, but also may include simulation, volunteer activities related to pharmacy practice, and reflection on these experiences. All first year pharmacy students are required to participate in an academic yearlong program which teaches Care and Respect for the Elderly (CARE).

IPPEs that occur beginning in the summer of the P2 year and following occur in Austin/Temple, San Antonio, the Rio Grande Valley, and El Paso (through summer 2017). Students assigned to these regions either by virtue of the region assignment process, or because they are part of the cooperative programs with The University of Texas Rio Grande Valley and The University of Texas at El Paso (through summer 2017), will participate in IPPEs and Advanced Pharmacy Practice Experiences (APPEs) in their assigned campus/region.

The majority of IPPE hours are gained through the Institutional IPPE (IPPE-I) and the Community IPPE (IPPE-C):

**Institutional IPPE** is an 80-hour (2 weeks full-time) rotation designed to introduce students to the fundamentals of pharmacy practice in the hospital setting. Under the supervision of a preceptor, the student participates in medication order processing, demonstrate basic use of a unit does system and intravenous admixture system, articulate current institutional pharmacy standards of practice, participate in a medication safety exercise, and demonstrate cultural and social competency. This rotation occurs during the summer between the P2 and P3 years.

**Community IPPE** is an 80-hour, activity-based experience in a community or ambulatory care pharmacy practice setting that occurs over the course of one long semester. The student spends an average of six hours per week at the practice site participating in patient care and patient safety exercises. The majority of time is spent in Medication Therapy Management (MTM) through the American Pharmacists Association’s MTM certificate program. Other activities include drug utilization reviews, answering drug information requests, and a public health project that involves direct patient education in the community.

For more information on IPPEs, contact Sherrie Bendele at s.bendele@austin.utexas.edu
Community IPPE

Community IPPE: PHR 287H Clinical Skills: Community Care

The full syllabus for this course is available at
http://pharmacy.utexas.edu/files/2016/08/req_PHR287H_f16-.pdf
For more information on the Community IPPE, contact Sharon Rush at
sharon.rush@austin.utexas.edu

Institutional IPPE

Institutional IPPE: PHR 386H Institutional Introductory Pharmacy Practice Experience

The full syllabus for this course is available at
For more information on the Institutional IPPE, contact Donna Burkett at
donna.burkett@austin.utexas.edu

OTC IPPE

OTC IPPE: PHR 172P Nonprescription Pharmacotherapeutics and Self Care II

The full syllabus for this course is available at
http://pharmacy.utexas.edu/files/2016/01/phm182p.pdf
For more information on the OTC IPPE contact Renee Acosta at
renee.acosta@austin.utexas.edu

Other IPPEs through which students earn experiential hours

For more information on the CARE program, contact Holli Temple at
holli.temple@austin.utexas.edu

For more information on the University Health Services patient counseling course, contact Marcia Kiger at mkiger@utexas.edu
Regional Internship Personnel (RIP)

Regional Internship Personnel provide management of the APPE experiential program in the college’s six defined experiential geographic areas of the state.

Regional Experiential Personnel

The regional internship personnel (RIP) work with the assistant dean for experiential programs to administer the P4 Advanced Pharmacy Practice Experience (and as requested, the Introductory Pharmacy Practice Experience) in a defined geographic area of the state. They are an extension of the assistant dean’s office, and serve as a resource to University of Texas at Austin students, preceptors, and practice sites. All RIP are appointed faculty within the College of Pharmacy.

In any given region, a regional director provides overall management of the regional program, and is assisted by coordinators who have expertise in different areas of pharmacy practice. Many of these individuals have been with the program for over twenty years, and possess a wealth of working knowledge of their geographic practice resources.

RIP assign students to P4 rotations, monitor student progress through portfolio review and other activities, hold meetings with students throughout the year, and serve as a mentor and resource to students in their geographic areas.

RIP also serve as a regional contact for preceptors in the area. They provide regional preceptor education and training, recruit new preceptors and sites, and monitor existing practice resources. They may also serve as liaisons between practice sites and the college.

All regional internship personnel meet together twice per year to share ideas and provide continuous quality improvement input to the college related to the APPE program.

For a directory of the regional experiential personnel, visit: http://sites.utexas.edu/phr-experiential/contact-information/

For more information about the Regional Internship Personnel, contact jennifer.ridings-myhra@austin.utexas.edu
Experiential Subcommittee

Experiential Subcommittee of the Curriculum Committee

This committee includes membership from within and outside the Curriculum Committee, including the Associate Dean for Clinical Programs (ex officio), the Assistant Dean for Experiential & Professional Affairs (ex officio), the Director of Interprofessional Education and Community Engagement (ex officio), representation from the Regional Internship Personnel, and student representation.

Responsibilities of the Experiential Subcommittee:

- Continued development and administration of the experiential programs of the College as they relate to the curriculum (IPPE and APPE activities).
- Using appropriate elements of the College’s assessment inventory, monitor compliance with ACPE accreditation standards addressing relevant components under “Interprofessional Education” with reporting to the full Curriculum Committee for annual compliance reporting to Pharmacy Assessment Council.

All substantive changes in the experiential program portion of the curriculum require Curriculum Committee approval.

Administrative Liaison(s) [ex officio]: Associate Dean for Experiential Programs; Assistant Dean for Experiential Programs and Professional Affairs
Advanced Pharmacy Practice Experiences (APPEs) provide P4 students with hands-on pharmacy practice experience through rotation courses/professional practice experiences in regional areas throughout Texas. APPEs build upon IPPEs, and require active application of both new and previously acquired knowledge and skills in the care of patients. Students must be allowed the autonomy to act independently in order to gain the necessary skills for a new pharmacist. Observational experiences should be limited to those that students are not able to conduct independently. Students accumulate internship hours required for Texas licensure through APPE coursework.
Advanced Pharmacy Practice Experiences (APPEs)

Advanced Pharmacy Practice Experiences (APPEs) provide P4 students with professional practice experience, including the provision of direct patient care, through rotation coursework offered in practice sites throughout Texas. Students accumulate the majority of internship hours required for Texas licensure through APPE coursework.

The College of Pharmacy offers pharmacy practices experiences through The University of Texas Health Science Center in San Antonio, The University of Texas Medical Branch in Galveston, The University of Texas MD Anderson Cancer Center, The University of Texas Southwestern Medical School in Dallas, The University of Texas at El Paso (through May 2019), The University of Texas Rio Grande Valley, and at affiliated pharmacies and institutions in Austin, Temple, Waco, Dallas, Fort Worth, El Paso (through May 2019), Galveston, Houston, San Antonio, and the Rio Grande Valley.

APPEs during the P4 year immerse students in ongoing professional pharmacy services, direct patient care, and interprofessional collaborative practice with fellow students and practitioners in nursing, medicine, and other disciplines. APPEs offer opportunities for the student to measure his or her true capacity for professional achievement in a variety of innovative patient care environments, and opportunities to pursue special interests through both core and elective rotations.

P4 students begin APPEs in early July, and complete the Pharm.D. program the following May. This program is a full-time practical experience (seven six-week full-time rotations) during which the student spends the entire length of the P4 year away from campus.

Progression to the P4 APPE courses may take place only if the student has successfully completed all required didactic and laboratory coursework, and all programmatic requirements, prior to P4 courses. If, for some reason, the student’s academic progression changes, it is the student’s responsibility to contact an adviser in the Office of Student Affairs to make necessary adjustments. Students failing any courses subsequent to the region assignment process but prior to the P3 year will be delayed and may be assigned to a different experiential region depending on availability. Questions regarding progression or region assignments should be directed to the Office of Student Affairs.

Pharm.D. students will participate in seven required APPE rotations:

1- Inpatient General Medicine
1- Ambulatory Care
1- Advanced Community
1- Advanced Hospital
1- Selective (patient-focused experience)
2- Electives

A list of possible selectives and electives is included at the end of this document.
Rotations are supervised by college faculty or preceptor-faculty as approved by the Texas State Board of Pharmacy (TSBP) and The University of Texas at Austin College of Pharmacy. Experiential hours gained are applied to the Texas State Board of Pharmacy (TSBP) requirement for licensure. All TSBP internship requirements for licensure are fulfilled as a part of the College of Pharmacy curriculum.

APPEs ensure that students gain the best possible professional practice experience. Course syllabi, student activities, assignments, and projects are designed to develop contemporary clinical practitioners able to meet the increasingly complex health care and drug therapy needs of patients.

During the APPEs, a student’s schedule may vary with each rotation. A minimum time commitment of 45-50 hours per week is common to all rotations. Thus, it is not recommended that a student have outside employment while in the experiential program. Financial assistance needed during the P4 year (APPEs) should be sought early in the curriculum. Loans and scholarships are available through the UT Office of Student Financial Services as well as through the College of Pharmacy.

Students should plan for extended hours during APPE rotations. The rotation day may begin as early as 6 a.m. and may last until late evening hours. Some APPEs may require overnight or weekend call. Adequate child and dependent care must be obtained prior to the start of rotations to ensure that interns can be at the rotation site during the hours required.

**PHARM.D. P4 APPE COURSES**

Students will complete a minimum of seven six-week rotations as follows, all on a Credit/Fail only basis:

**Four Core Rotations**
- One *Advanced Hospital Pharmacy Practice* rotation: inpatient pharmacy in a hospital (primarily distributive)
- One *Advanced Community Pharmacy Practice* rotation: you can request a particular type (i.e. compounding, independent) if you have a specific interest
- One *Inpatient General Medicine* rotation: one Adult or Internal Medicine experience that meets stated criteria
- One *Ambulatory Care Pharmacy Practice* rotation: a rotation in an ambulatory clinic or practice that meets stated criteria

**One Selective**
*Selective Pharmacy Practice* rotations must be patient care-focused. Selectives are based on available regional resources.

**Two Electives** – *Elective Pharmacy Practice* rotations may include rotations related to the practice of pharmacy, but do not necessarily involve direct patient contact. This may include research rotations, association management, pharmaceutical sales, and many others. Not all types of electives are available in all regions.
PHM 693C  **Ambulatory Care Pharmacy Practice:** Requires student analysis of pharmacotherapy, evaluation of drug utilization, and synthesis of rational drug regimens in the context of ambulatory patient care.

PHM 694C  **Inpatient General Medicine Pharmacy Practice:** Requires student analysis of pharmacotherapy, evaluation of drug utilization, and synthesis of rational drug regimens in the context of an inpatient, acute population.

PHM 693N  **Advanced Hospital Pharmacy Practice:** Requires student analysis of pharmacotherapy, evaluation of drug utilization, and synthesis of rational drug regimens in the context of institutional patient care.

PHM 693P  **Advanced Community Pharmacy Practice:** Requires student analysis of pharmacotherapy, evaluation of drug utilization, and synthesis of rational drug regimens in an outpatient context.

PHM 693S  **Selective in Pharmacy Practice I:** Requires student analysis of pharmacotherapy, evaluation of drug utilization, and synthesis of rational drug regimens in selected pharmacy practice environments.

PHM 694S  **Selective in Pharmacy Practice II:** Requires student analysis of pharmacotherapy, evaluation of drug utilization, and synthesis of rational drug regimens in selected pharmacy practice environments. For students placing out of either the advanced community or advanced hospital pharmacy practice rotations.

PHM 693E  **Elective in Pharmacy Practice I:** Experiential component of the curriculum designed for special training in pharmacy practice, research, administrative or other environments.

PHM 694E  **Elective in Pharmacy Practice II:** Experiential component of the curriculum designed for special training in pharmacy practice, research, administrative or other environments.

The college’s database for experiential learning is PhIRST (Pharmacy Internship Rotation Specification and Tracking System) at [https://utdirect.utexas.edu/phirst/index.WBX](https://utdirect.utexas.edu/phirst/index.WBX)

Policies and procedures governing all experiential coursework may be found in the college’s Experiential Programs and Preceptor Handbook.

Additionally, the following page gives access to rotation manuals, core rotation syllabi, and important rotation policies (UT EID and password required):

[http://sites.utexas.edu/phr-experiential/preceptors/resources/](http://sites.utexas.edu/phr-experiential/preceptors/resources/)
Master Syllabus and Guidelines

P4 Master Syllabus and Guidelines for Students and Preceptor-Faculty

The **P4 Master Syllabus and Guidelines** is the document governing students and preceptors for all P4 Advanced Pharmacy Practice Experiences and associated activities. This syllabus is located at:

[http://pharmacy.utexas.edu/files/2016/08/p4-appe.pdf](http://pharmacy.utexas.edu/files/2016/08/p4-appe.pdf)

This document is also available in each rotation manual.

The master syllabus is updated every year, and thus should be reviewed annually by preceptor-faculty, whether new or “seasoned”. Current P4 students and preceptor-faculty are responsible for abiding by all policies articulated in this document. The following important information is addressed within the master syllabus:

- General information regarding P4 students (certifications and other requirements)
- The P4 APPE year (calendars, hours requirements)
- Course/academic requirements for student-interns
- General requirements for student-interns (e-mail, dress code, schedules, and others)
- Legal documents (evaluation form and hour sheet)
- Other student information and policies (drop policy, failure of a rotation, HIPAA, sexual harassment, and others)
- Preceptor-faculty guide to the preceptor-student relationship
- Statewide experiential program administration
PhIRST and Canvas®

Pharmacy Internship Rotations Specification and Tracking (PhIRST)

The PhIRST — Pharmacy Internship Rotations Specification and Tracking — experiential database is the record-keeping system for administrative, preceptor-faculty and student activities related to experiential education.

In PhIRST, students:
• view rotation descriptions
• view their P4 rotation assignments, including preceptor and site
• access rotation manuals
• access, maintain and complete each rotation’s evaluation, hours sheet, and drug related problem forms (DRPs)

In PhIRST, preceptor-faculty:
• make application to be a preceptor-faculty member and upload letters of reference, a resume or CV, and any other required documents
• view and update their demographic information
• describe their rotation experience
• access the rotation manual specific to the rotation precepted
• access, maintain and complete each assigned student’s evaluation, hour sheet, and approve drug related problem forms

In PhIRST, regional internship personnel and experiential administration:
• create rotation assignments for students
• approve rotation evaluation forms and hour sheets
• approve new preceptor-faculty applications
• bestow university electronic library privileges upon certain preceptors under specific circumstances
• access student, preceptor, site and rotation information

PhIRST is accessible via the following secure link requiring the UT EID and password, and only to those registered in the system:

https://utdirect.utexas.edu/phirst/index.WBX

For questions or issues with PhIRST, contact the system administrator at:
phanalyst@utlists.utexas.edu

Canvas® Learning Management System

Each P4 student keeps a portfolio in Canvas® into which they deposit course requirements. Preceptors may ask for a link to their assigned students’ portfolios at any time to view their
previous and current work. This system is NOT used for student assignments and preceptor information—PhIRST is where this information resides.

Canvas® is also used for all IPPE courses.

Core Rotation Syllabi

The syllabi for the college’s four core APPE rotations:

- **Advanced Community Pharmacy Practice**
- **Advanced Hospital Pharmacy Practice**
- **Ambulatory Care**
- **Inpatient General Medicine**

are located on a protected website within the corresponding rotation manual. You may access these at [http://sites.utexas.edu/phr-experiential/preceptors/resources/](http://sites.utexas.edu/phr-experiential/preceptors/resources/); UT EID and password required.

Selectives and electives may follow the core rotation syllabus that most closely aligns with that particular experience.

All rotations must be assessed using the P4 APPE Evaluation Form (see next section).

Preceptor-faculty and students must attest, at the conclusion of each rotation, that they have met the requirements of the course as dictated in the rotation syllabus. Preceptor-faculty and students MUST be familiar with the requirements for each rotation prior to the start of that rotation.

Preceptor Evaluation of the Student

Preceptor-faculty evaluate students at the midpoint (the end of three weeks) of the rotation, and at the conclusion of the rotation (the end of six weeks) using the college’s official evaluation tool, the P4 APPE Evaluation form, located in the PhIRST experiential database. A brief tutorial on PhIRST may be viewed (no audio) at [https://utexas.app.box.com/files/0/f/8590373757/Phirst_Video_Share](https://utexas.app.box.com/files/0/f/8590373757/Phirst_Video_Share). The instructions and general competencies on which students are evaluated are contained in the pages that follow. The form consists of two parts: the rotation competencies, and the evaluation summary. The evaluation rubric has been developed by the Texas Consortium on Experiential Programs for use by all pharmacy programs in the state. Within the summary, preceptor-faculty will articulate a plan of action should the student not be progressing as expected at midpoint, and may provide other comments. Before the midpoint submission, both preceptor-faculty and students must indicate agreement on the following statements:

Acknowledgements
By checking the box below and submitting this form, I certify that:

- I recognize that this form, its contents, and the final result of this evaluation are protected by the Family and Educational Rights Privacy Act (FERPA), and may not be reproduced, distributed, or shared with anyone except the student and University of Texas at Austin College of Pharmacy faculty and administration involved with the experiential program (see Course Syllabus and Guidelines, last page) without the express permission of the student. Please contact the regional director or Assistant Dean for Experiential and Professional Affairs with any questions regarding this statement;
- the student is not currently an employee of the facility in which this rotation has been completed. If, under circumstances approved in advance consistent with policy, the student is an employee of the facility, the preceptor-faculty attests that the student was not supervised by any facility employee involved in evaluating that student in his or her employee role, and that the student did not rotate through the area of the facility where he or she is works, and that no bias entered into the evaluation process;
- the student was not remunerated for this rotation;
- both student and preceptor have referenced the web-based rotation manual for this rotation, and have met all of the requirements for this rotation articulated therein, including the completion of required DOPS (Direct Observation of Procedural Skills).
- Students or preceptors who are found to have falsified information in the above attestations, or otherwise are believed to have exhibited bias in the evaluation process, either pre-rotation or post-rotation, risk sanctions from the College of Pharmacy, included but not limited to:
  1. students may fail a rotation, with delayed graduation and other implied penalties, including referral for unprofessional conduct; and
  2. preceptors may lose preceptor-faculty status with the College of Pharmacy.

Preceptor-faculty are urged to provide additional documentation should the student be in danger of failing the rotation. As performance or conduct deficiencies are noted, the preceptor-faculty should document these observations in as much detail as possible, and, simultaneously, communicate with the regional director and assistant dean so that administration is aware of the issue.

It is possible, on rare occasion, that a student could engage in a single egregious act that causes dismissal from the rotation (and therefore failure of the rotation) at any time during the rotation. In general, however, it should NEVER, EVER come as a surprise to the College of Pharmacy administration or the student that the student is failing a rotation. It is important that the preceptor-faculty and student be in regular contact regarding performance, any deficiencies addressed as they are noted, and the college is contacted promptly so that assistance and support can be provided to both the preceptor-faculty and student.

Instructions
The Family Educational Rights and Privacy Act of 1974 restricts access to student records. These legal restrictions apply to all users. You are responsible for maintaining the confidentiality of records made
available to you. For more information, please visit the [UT FERPA website](#). Downloading or printing documents is not recommended for security reasons. Each user is responsible for abiding by university policy regarding safekeeping of sensitive data.

**ROTATION INFORMATION**

<table>
<thead>
<tr>
<th>Student Name (EID)</th>
<th>Preceptor Name (EID)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong> PHR</td>
<td><strong>Rotation Type</strong></td>
</tr>
<tr>
<td><strong>Rotation Year</strong></td>
<td><strong>Rotation Semester</strong></td>
</tr>
<tr>
<td><strong>Rotation Nbr</strong></td>
<td><strong>Rotation Topic</strong></td>
</tr>
</tbody>
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<thead>
<tr>
<th>5 = Excellent</th>
<th>4.5 = Very Good</th>
<th>4 = Good</th>
<th>3.5 = Minimal Competency</th>
<th>3 = Needs Improvement</th>
<th>2 = Significant Deficits Exist</th>
<th>1 = Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has excelled in performing competency.</td>
<td>Student performed competency very well.</td>
<td>Student has met expectations and requires minimal to no guidance from preceptor.</td>
<td>Student performed the competency at an acceptable level.</td>
<td>Student knows how to achieve competency, but has not consistently demonstrated it at an acceptable level.</td>
<td>Student knows how to achieve competency, but rarely is able to demonstrate it.</td>
<td>Student does not know how to achieve competency.</td>
</tr>
<tr>
<td>Student has exceeded expectations and can function independently.</td>
<td>Student performed competency very well.</td>
<td>Student has met expectations and requires minimal to no guidance from preceptor.</td>
<td>Student performed the competency at an acceptable level.</td>
<td>Student knows how to achieve competency, but has not consistently demonstrated it at an acceptable level.</td>
<td>Student knows how to achieve competency, but rarely is able to demonstrate it.</td>
<td>Student does not know how to achieve competency.</td>
</tr>
</tbody>
</table>

Rotation Type Legend: AC=Acute Care; ACP=Advanced Community Pharmacy; AHP=Advanced Hospital Pharmacy; AmC=Ambulatory Care; EL=Elective; SEL=Selective
INSTRUCTIONS FOR EVALUATING STUDENTS

Rubric and Competencies

The rubric above should be used to evaluate the student intern’s performance on the competencies listed on the evaluation form below. Each competency section below states the rotation types, if any, for which it is required. For example, “(Required for ACP, AHP)” means that the competency is required for Advanced Community Pharmacy (ACP) and Advanced Hospital Pharmacy (AHP), while it is optional for all other rotation types. The abbreviations for all rotation type are displayed under the rubric section above.

Required Competencies: The required competencies must be assessed in order for the evaluation to be finalized and submitted. In addition, all students will be evaluated on the professionalism competencies for each rotation.

Optional Competencies: If the rotation type is not listed for a competency, the competency does not require evaluation. However, if the student completes the activities listed in the optional competencies, please evaluate those competencies completed by the student.

Timing and Rating

Initial ratings (student only): At the beginning of the rotation, the student will provide ratings based on his or her perception of ability to perform each competency in the context of this unique rotation.

Midpoint and Final Ratings (student): For each of the required and other applicable competencies, the student will provide a rating at midpoint (at the conclusion of week 3) and at the end of the rotation.

Midpoint and Final Ratings (preceptor): For each of the required and other applicable competencies, please provide a rating at midpoint (at the conclusion of week 3) and at the end of the rotation. Additionally, please check off the particular activities in which the student engaged below each major competency. No minimum number of activities must be checked for each competency for that competency to be evaluated; rather, we are simply trying to track what students are doing in different pharmacy practice experiences. Please use the ‘Other’ field to list any other activity or activities the student performed which are related to the competency.

The assessment is made on the competency as a whole, no matter how many of the boxes are checked. Written comments in support of each rating are strongly encouraged for preceptors.

Performance Criteria

In order for a student to be evaluated positively for the rotation, the student must be assessed at the 3.5 level or higher in all required competencies. A student may score no more than one 3 in any additional competencies evaluated in order to be positively evaluated.

Midpoint and Final Summary

At both the midpoint and at the conclusion of the rotation, the preceptor and student should provide an overall summary of the experience via the comments section specifically for this purpose. Additionally, the preceptor must verify that the student has or has not achieved minimal competency as described above. This final evaluation of the student will be used as part of the final
grade (Credit or Fail) assigned by the Assistant Dean at the conclusion of the rotation. See the Course Syllabus and Guidelines for detailed information.

At the midpoint and at rotation's end, after completing this form, follow the link at the top back to the Evaluation Portal, then click the portal link to complete the overall summary section. Further instructions are provided on that page.
P4 APPE Competencies

Competencies Evaluated via the P4 APPE Evaluation Form

DRUG DISTRIBUTION
1. Manages Pharmacy Operations
2. Manages Medication Use Systems
3. Provides Drug Products/Demonstrates Ability to Utilize the Drug Distribution System
4. Compounding
5. Promotes Public Health

PATIENT CARE
6. Retrieves and Evaluates Drug Information
7. Identifies and Remedies Drug-Related Problems
8. Prioritizes Patient Safety
9. Develops and Implements Patient Care Plans
10. Monitors and Evaluates Drug Therapy
11. Develops Follow-Up Plans
12. Demonstrated Scientific Inquiry

COMMUNICATION SKILLS
13. Communicates with Patients/Caregivers About Prescription Drugs
14. Communicates with Patients/Caregivers About Non-Prescription Products, Devices and Diagnostics
15. Communicates with Health Professionals and Others

PROFESSIONALISM
16. Maintains Professional-Ethical Standards
17. Exhibits Human Relation Skills
18. Demonstrates Critical Thinking Skills
19. Demonstrates Personal and Professional Growth
20. Exhibits Professional Decorum
21. Displays Conscientiousness and Follows Through/Handles Detail
22. Organizes/Plans
Student Evaluation of Preceptor, Site and Experience

Students are required to complete a web-based survey of their preceptor-faculty, rotation site and rotation experience at the conclusion of each six week experience. The standard questions follow, and include questions on the extent to which students are able to engage in interprofessional collaborative practice. Additionally, the student also provides detailed information related to achievement of the syllabus competencies for that rotation; these are not included below due to the length of the survey if these questions are present.

The assistant dean downloads the results following conclusion of each survey, and distributes them to the regional internship personnel so that any issues may be addressed in a timely and sensitive manner, and complimentary evaluations can be shared with preceptor faculty throughout the year as appropriate.

Results for each preceptor-faculty are de-identified, aggregated and provided to the individual preceptor approximately four months following May graduation.
Survey Questions

Q1 Please indicate your response to each of the following questions.

Q2 Tell us about your rotation experience overall. Compared with the effort I usually put into a course, my effort in this course was:
   ♦ Well above average (1)
   ♦ Above average (2)
   ♦ Average (3)
   ♦ Below average (4)
   ♦ Well below average (5)

Q3 Compared with what I expected to learn in this course, I feel I learned:
   ♦ Far more than I expected (1)
   ♦ More than I expected (2)
   ♦ About what I expected (3)
   ♦ Less than I expected (4)
   ♦ Far less than I expected (5)

Q4 Tell us about your preceptor-faculty. Please indicate the degree to which you agree with the following statements regarding your preceptor-faculty (PF):
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PF seemed well-prepared for this rotation. (1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The PF conveyed an enthusiasm for the rotation experience. (2)</td>
<td></td>
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<tr>
<td>The PF conveyed a sincere interest in supervising me during this rotation. (3)</td>
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<tr>
<td>During the first week of the rotation, the PF conveyed to me his/her expectations related to the objectives of the rotation as well as daily routine, activities, and responsibilities. (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The PF set high but realistic expectations of me for this rotation. (5)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The PF was accessible to me. (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The PF encouraged me to ask questions. (7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The PF encouraged me to express my ideas. (8)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The PF gave frequent feedback in a timely and constructive manner. (9)</td>
<td></td>
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</tr>
<tr>
<td>The PF provided the appropriate degree of supervision for my needs. (10)</td>
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<td></td>
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</tr>
<tr>
<td>The PF helped me gain more confidence in my abilities. (11)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The PF promoted a professional and collegial relationship with me as an intern. (12)</td>
<td></td>
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</tr>
<tr>
<td>The PF provided me with mentoring concerning career choices, evolving trends in health care, and other aspects of the pharmacy profession. (13)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The PF encouraged self-directed learning. (15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The PF demonstrated effective interpersonal skills. (16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The PF demonstrated effective communication skills. (17)</td>
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<tr>
<td>The PF was an exemplary role model. (18)</td>
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</tr>
</tbody>
</table>
I would recommend this PF to other students. (14)

Q5 Tell us about your experiential site.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This site was conducive to learning. (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other pharmacists at this site were helpful during the internship. (You may, if you wish, evaluate other PF at this site by entering comments in the next section) (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Adequate resources were available for my use at this site. (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site provides patient-centered care. (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site provided services that gave the intern a variety of training experiences to achieve the objectives of the rotation. (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site conveyed a contemporary and professional appearance. (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site maintained adequate staffing to allow for effective student learning. (7)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site employs evidence-based practice. (8)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site applies quality improvement principles. (9)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site utilizes informatics. (10)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The site's patient population was adequate to address this particular rotation topic. (11)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q6 At this site, I was able to identify diversity in the following areas (select all that apply):

- Ethnic and cultural (1)
- Patient Age (2)
- Disease states (3)
- Other (4) _______________________

Q7 Tell us about your interprofessional collaborative practice experience. During this rotation, were you assigned to one or more teams consisting of members of at least one other profession? Team assignments may have lasted for any amount of time and do not have to span the entire rotation.

- Yes (please specify type of team(s), e.g., medicine team, palliative care team, critical care team) (1) _______________________
- No (2)
- Not sure (please explain) (3) _______________________

Q8 Which of the following activities did you engage in during this rotation? These activities MUST have occurred with at least one member or student of a profession outside of pharmacy. Activities done on your own or with another pharmacy student do NOT count. Please select all that apply.

- Patient bedside rounds (1)
- Sit-down rounds (2)
- Patient home visits (3)
- Medication reconciliation (5)
- Medication discharge (17)
- Topic or case discussion (6)
- Co-presenting on a topic/case (8)
- "Barrier to discharge" meeting (9)
- Making phone calls to someone of another profession regarding a patient issue (e.g., order clarification, dosage adjustment recommendation) (10)
- Emailing someone of another profession regarding a patient issue (11)
- Responding to patient notes written by someone of another profession (12)
- Responding to drug inquiries posed by someone of another profession (e.g., answering drug information question) (13)
- Collaboration with another team (e.g., your medicine team collaborates with a renal team) (14)
- Other (please describe below) (15) _______________________
- I was not involved in any interprofessional experiences involving at least one other profession during this rotation (16)
Q9 As a whole, what other professions did you interact with during the interprofessional experiences you selected? Please select all that apply.

- Physician (1)
- Medical resident/intern (2)
- Medical student (3)
- Physician assistant (4)
- Physician assistant student (5)
- Nurse practitioner/student (6)
- Nurse (RN/LVN) (7)
- Nursing student (8)
- Social worker (9)
- Social work student (10)
- Dietician (11)
- Psychologist (14)
- Physical therapist (15)
- Speech therapist (16)
- Occupational therapist (17)
- Optometrist (18)
- Attorney (19)
- Health administrator (20)
- Public health official/student (21)
- EMS professional (22)
- Veterinarian (12)
- Chaplain (23)
- Laboratory technologist (24)
- Radiological technologist (25)
- Other (list profession) (26) __________________________

Q10 Interactions with other members of the health care team can range from observation to active contribution to direct patient care. An example of actively contributing to direct patient care is working with members of another profession to make drug therapy decisions or offering suggestions/recommendations to solve therapeutic-related problems. Overall, in my interactions with members and/or students of other professions involving direct patient care:

- I actively contributed every time (0)
- I actively contributed most of the time (1)
- I actively contributed some of the time (2)
- I rarely actively contributed; I mostly observed (please explain) (3) __________________________
Q11 Of the interprofessional experiences you selected earlier, what proportion of these would you say that your preceptor expected you to engage in during this rotation?

- ALL of these activities were expected of me by my preceptor (1)
- MOST of these activities were expected of me by my preceptor (2)
- SOME of these activities were expected of me by my preceptor (3)
- NONE of these activities were expected of me by my preceptor (4)
- Not sure (please explain) (5) ______________________________

Q56 Please provide constructive comments regarding your preceptor-faculty, site, and the rotation experience in the space provided. Then click Done to complete and exit the survey. Your de-identified comments will first of all be shared with the regional personnel immediately after each rotation as a quality control measure, and secondly will be shared with the preceptor in a summative manner following your graduation.
This section addresses IPPE and APPE information of particular interest to students, although this information may be of value to others. IPPE and APPE syllabi and assessment forms include professionalism expectations on which students are graded or evaluated.

Professionalism in its broadest sense is expected of all students in the pharmacy program. Period. Violation of professionalism standards or codes of conduct will result in academic penalties or conduct referrals, which become a part of the student permanent record.
OATH OF A PHARMACIST

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

I will consider the welfare of humanity and relief of suffering my primary concerns.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.

I will respect and protect all personal and health information entrusted to me.

I accept the lifelong obligation to improve my professional knowledge and competence.

I will hold myself and my colleagues to the highest principles of moral, ethical and legal conduct.

I will embrace and advocate changes that improve patient care.

I will utilize my knowledge, skills, experiences, and values to fulfill my obligation to educate and train the next generation of pharmacists.

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

Prepared by
The American Association of Colleges of Pharmacy
PLEDGE OF PROFESSIONALISM

As a student in pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior and honor. This development, a vital process in my education, will help to ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity will be an essential part of my everyday life and I will pursue all academic and professional endeavors with honesty and commitment to service.

To accomplish this goal of professional development, as a student of pharmacy I will:

A. DEVELOP a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting the responsibility and accountability for membership in the profession.
B. FOSTER professional competency through life-long learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
C. SUPPORT my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession.
D. DEDICATE my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
E. MAINTAIN the highest ideals and professional attributes to insure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to insure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather it begins with my membership in this professional college community. Therefore, I will strive to uphold this pledge as I advance toward full membership in the profession.

I voluntarily make this pledge of professionalism.

Developed and adopted by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism on June 26, 1994. This Pledge is offered as a model for adaptation by each school and college of Pharmacy’s faculty and students for use and reference in the professionalization of developing members of the pharmacy profession. Adapted from the University of Illinois College of Pharmacy’s Pledge of Professionalism (1993).
P4 Professionalism Expectations and Contract

All P4 students must complete the P4 professionalism contract

By initialing and signing this contract, the student agrees to the following and will be held accountable for any penalties incurred due to violation of this contract:

<table>
<thead>
<tr>
<th>The student will:</th>
<th>Penalty</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contact each rotation preceptor at least six weeks before the start of the rotation, or as prescribed by the regional director. Copy the regional director on the e-mail. <strong>Contact the regional director if you cannot reach the preceptor.</strong></td>
<td>Failure to comply will result in a delay in starting the next rotation, implying a possible delay in graduation.</td>
<td></td>
</tr>
<tr>
<td>2. Submit all required onboarding paperwork as instructed by the regional director or facility by the due date(s) given.</td>
<td>Failure to comply will result in a forfeit of rotation OR delay in starting the next rotation, implying a possible delay in graduation.</td>
<td></td>
</tr>
<tr>
<td>3. Be professional and respectful to all individuals at all times. Introduce yourself at all first encounters in a congenial, professional manner. Demonstrate active listening skills, and the willingness and flexibility to contribute to the well-being of others.</td>
<td>Unprofessional behavior, demeanor or dress may result in dismissal from the rotation site for the day. Any hours missed are considered unexcused and will be made up at a 4:1 ratio (4 make up hours for every 1 unexcused absence hour).</td>
<td></td>
</tr>
<tr>
<td>4. Be well-groomed and dress with clothing that is professional in appearance (appropriate to the culture of the institution/facility as defined by the preceptor, the site dress code, the APPE Guide, and professional norms).</td>
<td>Students must contact the regional director immediately upon dismissal from a rotation site.</td>
<td></td>
</tr>
<tr>
<td>5. Arrive each day on time prepared to learn and with all required equipment and assignments. Be self-motivated and self-directed.</td>
<td>Incomplete or late assignments may be considered unprofessional behavior, and will be evaluated as such on the P4 APPE Evaluation Form.</td>
<td></td>
</tr>
<tr>
<td>6. Comply with HIPAA regulations at all times, guard patient information from disclosure, and seek permission to disclose information to other parties (e.g., family, other healthcare professionals).</td>
<td>Violation of HIPAA regulations may result in dismissal from the rotation permanently and, thus, failure of the rotation.</td>
<td></td>
</tr>
<tr>
<td>7. Make the most of the P4 year by participating fully in all rotations regardless of practice interests. Actively participate in all rotational experiences (e.g., patient rounds, meetings, discussions, counseling) and complete all assignments on time. Do not plagiarize others’ work. Demonstrate accountability without repeated reminders, and an earnest desire to learn. Request projects if you feel you are not staying busy.</td>
<td>See #5. Plagiarism will result in immediate failure of the rotation and a delay in graduation as per the APPE Guide.</td>
<td></td>
</tr>
<tr>
<td>8. Contact your preceptor and regional director via telephone (emails and texts are not acceptable) if you are to be absent for any reason, expected or unexpected on a rotation, as directed by the regional director. Unreported absences are considered unexcused and subject to disciplinary action.</td>
<td>Unexcused absences must be made up prior to completing the rotation at a 4:1 ratio. Submission of APPE hour sheets indicating absences not reported to the regional director are subject to disciplinary action.</td>
<td></td>
</tr>
<tr>
<td>9. Submit complete paperwork by the last day of each rotation (this includes intern evaluation, hours sheet, preceptor evaluation, portfolio, etc.)</td>
<td>Failure to comply will result in a delay in starting the next rotation. No hours will count towards the next rotation until complete paperwork is submitted and/or uploaded to your portfolio.</td>
<td></td>
</tr>
<tr>
<td>10. Attend all regional meetings and activities, arrive on time and actively participate. Meet all regional deadlines for submission of assignments and presentations.</td>
<td>Regional meetings are required activities. Any absence or tardiness is an unexcused absence. Time will be rounded up to the nearest quarter hour and must be made up at a 4:1 ratio prior to completing the rotation. Failure to comply will result in loss of rotation hours until the assignment is completed and submitted.</td>
<td></td>
</tr>
<tr>
<td>11. Notify the regional director in writing, including the official accommodation letter from the Dean of Students Office, if you require special accommodations for the P4 milestone exam. The regional director will set the due date for this notification.</td>
<td>Failure to submit the required documentation by the deadline will result in no accommodations for the P4 milestone exam.</td>
<td></td>
</tr>
<tr>
<td>12. Actively participate in professional organizations and community service, and investigating career options through preceptors, other students, and the community.</td>
<td>Your loss</td>
<td></td>
</tr>
</tbody>
</table>

Student Comments:

I have received training and instructions on the above expectations and requirements and understand my responsibilities and the penalties associated with violation of any of items listed above. This is not an exhaustive list of expectations. Other expectations are articulated in the Master Syllabus, and by the preceptor and site.
Regional Experiential Programs

Location of P4 APPE Rotations

All students are assigned to one of the college’s defined geographic regions for the P4 senior experiential year. Cooperative Program students from The University of Texas at El Paso (through the graduating class of 2019) or The University of Texas Rio Grande Valley are under contract to return to their home communities for these experiences. All other P4 students will be assigned to one of the following P4 APPE regions:

- Austin/Temple/Waco
- Dallas/Fort Worth
- El Paso
- Galveston/Houston
- Rio Grande Valley
- San Antonio

(The college reserves the right to add or delete experiential regions at any time based upon resources.)

Region Assignments

The number of positions available in each region varies depending upon contractual arrangements with practice facilities. Positions are limited in the Austin region; therefore, the majority of students are assigned to pharmacy practice experiences in geographic areas other than Austin/Temple/Waco. Students may rank all available regions in order of preference. Assignments will be made by a computer generated random number sequencing process that takes into account student preferences. The timing of this process allows students to make housing and other arrangements once assignments are made. Students should consider all region assignments as final.

Students must relocate to affiliated campuses in May, immediately following conclusion of the P2 year. Students assigned to Austin/Temple/Waco, Dallas/Fort Worth, and Galveston/Houston will remain in Austin. Students assigned to San Antonio will relocate to The University of Texas Health Science Center in San Antonio for the two IPPE courses as well as didactic and laboratory courses during the P3 year. University of Texas El Paso and University of Texas Rio Grande Valley Cooperative Program students will return to their home campuses at this time.

This policy is subject to change at the discretion of the college.

Per accreditation standards, core rotations must be done in the United States. Per UT Austin College of Pharmacy requirements, only one competitive rotation may be done outside of the student’s assigned experiential region in Texas, and only if that particular rotation is not available in the region to which the student is assigned.
For more information on each region, visit [http://sites.utexas.edu/phr-experiential/region-rotation-assignments/](http://sites.utexas.edu/phr-experiential/region-rotation-assignments/)

**Requesting Rotation Changes During the P4 Year**

**Requesting Rotation Changes During the P4 Year**

Rotation changes during the P4 year are handled per policy set in each region. This policy is based on the region’s practice community, geography, and other local factors. Students must be able to justify their requests for changes related to career goals. The ability for a rotation change request to be fulfilled is based on a number of factors, and *may not be possible*. Factors that influence this process include but are not limited to:

- availability of the requested rotation
- annual contracts with practice sites
- affiliation agreements
- affect on other rotations
- other factors

**Requesting Time Off During the P4 Year**

**Requesting Time Off During Rotations**

Students may request time off during APPE rotations. This should be an occasional rather than a regular event. If time off is needed, the student must make the request to the preceptor at least six weeks in advance, indicating the event and days off needed, *and must copy* the [regional director](mailto:regional.director@example.com) and [assistant dean for experiential and professional affairs](mailto:assistant.dean@example.com) in the message so that the college is kept in the loop. Approval is needed from all three of these individuals before time off can be granted. It is possible that the absence request is not able to be granted.

The following general rules govern attendance:

1. Regular and prompt attendance is required of all students.
2. Students are expected to be present for ALL days of the rotation, including the first and last days of the rotation period. Students must be present on the first day in order to be oriented with any other students present. Additionally, students may not speed up completion of a rotation in order to gain free time at the end of the rotation.
3. Students are required to participate in the region’s orientation prior to the start of the P4 year. Exceptions are rare, and may be granted for students in competitive summer internships. Students should, in these cases, make every effort to connect with the orientation meeting.

*IMPORTANT NOTE: Students should ensure that parents and spouses are aware of the above policies! Surprise trips, no matter what the occasion, surprise or not, that interfere with the rotation schedule as posted are considered unexcused absences, and may result in delayed graduation.*
4. Eight (8) hours of supervised credit may be given for a residency interview (for the presentation and other internship-related activities). Only one business day should be taken for travel. Consult with the regional director or assistant dean for guidance if needed.

5. For any absences, students must still meet all rotation requirements as set forth by the college and the preceptor, and meet minimum hour (250) requirements for the rotation.

For additional information about hours, consult the [Master Syllabus and Guidelines](#).

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**Student Services in Rotation Regions**

**Student Services in Rotation Regions**

The College of Pharmacy transfers, at a minimum, student activity and medical service fees to a University of Texas system campus in each experiential region for both the P3 and P4 years. Other fees may be transferred as required by that campus. Recreation fees are transferred where possible. The extent of services provided on the regional campus will vary based on what that campus can offer, and are not equal from one campus to the other. This transfer of fees provides for [access](#) to services. Other fees may be charged to cover actual services provided.

**P4 Milestone Exam**

**P4 Milestone Exam**

The [student-intern must pass the P4 milestone examination during the eighth rotation](#). A minimum score of 70% on each practice area module: Acute Care (Inpatient General Medicine), Ambulatory Care, Advanced Community, and Advanced Hospital, and overall, is required to pass this examination.

**P4 Milestone Exam Policy:** Once the exam date is set, there will be no exceptions to that date, nor rescheduling of the exam for any individual student-intern, except at the discretion of the assistant dean. Student-interns are expected to be present for this exam on the designated date and time set by the college. Only those absences reported directly to assistant dean prior to the exam time or immediately thereafter, and are considered extenuating in nature (personal illness or injury, or death in the family, or others as deemed appropriate by regional personnel or the assistant dean), will be considered excused. Student-interns who miss the exam because of an excused absence must take the full P4 milestone exam (all modules) during the make-up exam time designated. Should any student-intern fail to demonstrate mastery on any of the practice area modules of the exam as described in the first paragraph of this section, he or she will be given the opportunity to take one make up exam only on the practice area module(s) failed, scheduled the week following. Student-interns missing the first offering of the milestone exam with an unexcused absence must take the entire P4 milestone exam during the make-up exam period and, should a student-intern fail that exam or any section of that exam, NO make-up exam will be provided, and the student will be subject to the consequences described in the section “Consequences of failure of the P4 milestone exam” below as if the student had failed the make-up exam.
This exam will be given toward the end of the eighth rotation period.

ONLY student-interns who have passed all rotations to date as determined by the preceptor-faculty and recorded on the P4 APPE evaluation form at the time of the exam may take the exam. In other words, students must be in good academic standing at the time the exam is given.

No smartphones or other electronic devices other than non-programmable calculators are allowed in exam rooms. Student-interns will be asked to leave all personal belongings in an area outside of the exam room, or in another designated area away from where students are taking the examination. References as appropriate for the exam will be provided.

Honor statement: Each student, on each of the exams, must sign the statement “I have neither participated in nor witnessed any acts of academic dishonesty pertaining to this examination.”

Consequences of failure of the P4 milestone exam: If the student-intern fails the P4 milestone exam (one or more modules) on the second attempt (the make-up exam), he or she will receive an “Incomplete” (“X”) for Rotation 8. The student will be required to repeat full six-week rotation experience(s) in which he or she did not demonstrate mastery via the P4 milestone exam. During this time period, the student will be registered in absentia. At the conclusion of the rotation(s) repeated successfully per preceptor evaluation, the student will be required to retake the related P4 milestone exam practice area module(s); this exam could be written or oral. Based on student performance on this exam:

1. Should the student pass the P4 milestone exam practice area module(s), he or she will then receive a grade of “Credit” (“CR”) in rotation 8.

2. Should the student either fail the preceptor evaluation, or fail any practice area module in the exam, the student will receive a grade of “Fail” (“F”) for Rotation 8.
Information for Preceptor-Faculty

Note that information provided earlier in this manual is applicable to preceptor-faculty. This section contains information of importance to the college’s preceptor-faculty, including how to report student performance that is below expectation.

Additional helpful information may be found in the college’s online preceptor education and training modules, found at http://sites.utexas.edu/cpe-potc/online/, and other webpages listed at the first of this handbook.
Preceptor-Faculty Requirements

Criteria to Become a University of Texas at Austin Preceptor-Faculty Member

REQUIREMENTS OF THE PRECEPTOR-FACULTY MEMBER

1. The preceptor-faculty member must comply with all rules regarding student-interns and preceptors as outlined in §§283.4-283.6 Pharmacy Laws and Regulations, Texas State Board of Pharmacy, including but not limited to:

   a. a current, not inactive, Texas pharmacy license which has not been the subject of an order of the board imposing any penalty set out in the Act, §565.051 within the three-year period immediately preceding application for preceptor status or during the period during the period he/she is serving as a preceptor; or,
   
   a healthcare professional preceptor as defined in §283.2(12).

   b. at least one year of experience as a licensed pharmacist; or,

   c. completion of three hours of pharmacist preceptor training developed by a Texas college of pharmacy, or approved by a committee comprised of the Texas colleges/schools of pharmacy and offered by ACPE-approved provider. For initial certification, these three hours must be completed within the previous two years, and for continuing certification, such training must be completed within the pharmacist’s current license renewal period.

The Texas State Board of Pharmacy does not prescribe preceptor to student-intern ratios when student-interns are placed in practice sites as part of a pharmacy educational program. However, the Accreditation Council on Pharmacy Education (ACPE) recommends that ratios do not exceed 1 preceptor: 2 students for Advanced Pharmacy Practice Experience (APPE) rotations, and 1 preceptor: 3 students for Introductory Pharmacy Practice Experience (IPPE) rotations. Any deviation from this ratio should be approved in advance by the Assistant Dean for Experiential Affairs, based on the ability of the preceptor to provide individualized instruction, and appropriate guidance and assessment.

The Texas State Board of Pharmacy re-certifies preceptor status as a part of the pharmacist biennial licensure process. The University of Texas College of Pharmacy will periodically recertify its College-based preceptor-faculty through a separate process.

In addition to Board mandates, The University of Texas College of Pharmacy requires that pharmacists holding preceptor-faculty appointments:

2. demonstrate a desire and aptitude for teaching (instructing, modeling, facilitating, coaching/mentoring), and serve as a resource for student-interns;

3. have professional education and training, experience, and competence commensurate with their position;

4. participate in the college’s preceptor orientation program prior to accepting the first student-intern;

5. adhere to the criteria stated in the rotation syllabus, and abide by the policies published in the master course syllabus and other documents;

6. be thoughtful, thorough, accurate and complete in the assessment and documentation of student-intern performance;
7. develop an appropriate relationship with the student-intern, which is one of teacher-student rather than employer-employee;
8. be willing to work with student-interns who have no prior pharmacy experience as well as those who do;
9. must not discriminate against student-interns on the basis of race, color, religion, national origin, sex, age, or disability;
10. meet periodically, as opportunities arise, with other preceptor-faculty members and regional administrative personnel in order to exchange teaching experiences and discuss areas of interest to the program;
11. be committed to their employer, professional organizations, and the community;
12. recertify preceptor status with the Texas State Board of Pharmacy upon renewal of pharmacist license every two years.

* In Texas, this occurs through the Texas Consortium on Experiential Programs, or the “TCEP” rev. 169

Becoming a University of Texas at Austin Preceptor-Faculty Member

Persons interested in serving as a University of Texas College of Pharmacy preceptor-faculty member should contact the regional director for the geographic area in which you work. Applications not initiated through the regional director will not be processed.

The preceptor-faculty application requires a University of Texas Electronic ID (UT-EID). This UT-EID will be used throughout your association with UT-Austin, so you should take care to protect your UT-EID and your password. If you are a former student or employee, you should already have a UT-EID. Instructions to obtain a UT-EID are included in information provided from the regional director.

Application for preceptor-faculty status with the University of Texas requires the use of an electronic application. In order to complete your preceptor-faculty application for the University of Texas experiential program, you must again contact the regional director for the geographic area in which you work. He or she will determine the need for that type of pharmacy practice experience rotation in that particular geographic area, and provide additional information for applying based on identified need for that experience.

UT AUSTIN PRECEPTOR-FACULTY APPOINTMENT PROCESS

See also: Roster of Regional Experiential Personnel

1. Contact the regional director or coordinator in the region closest to you. He or she will initiate the application process. NOTE: applications received that are not initiated through the regional personnel will not be processed.
2. Complete the on-line application.
3. Once the application is approved in our experiential database PhIRST, provide a description of your APPE rotation. Log in with your UT EID and password. On the left hand side of the
screen you will see a menu that includes List Rotations—click on that and you will see the option to add a rotation.

4. Provide any **additional information** requested by the College of Pharmacy for the purpose of appointing you through our human resources management system.

5. If needed, at the College of Pharmacy’s request, go through the process of **upgrading your UT EID** in order to access electronic student forms for APPE rotations. The college will walk applicants through the necessary steps above.

6. If you are not currently a preceptor with the Texas State Board of Pharmacy, you must also complete their application. It may be downloaded from [http://www.tsbp.state.tx.us/infocist/preceptor.htm](http://www.tsbp.state.tx.us/infocist/preceptor.htm)

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**Getting Started as a Preceptor-Faculty Member**

**Getting Started as a Preceptor-Faculty Member**

Completing the Preceptor Orientation Series is an important first step in the preparation to precept students. Not only does this series provide the three hours of preceptor education required by TSBP, but it also requires the preceptor to develop useful tools for the rotation.

Syllabi for the four core rotations: Advanced Community, Advanced Hospital, Ambulatory Care and Inpatient General Medicine are available behind the UT EID and password at [http://sites.utexas.edu/phr-experiential/preceptors/resources/](http://sites.utexas.edu/phr-experiential/preceptors/resources/). The rotation syllabus, in addition to the master syllabus and guidelines, will assist the preceptor in designing a rotation outline that meets college requirements and provides the optimal learning experience for the student-intern. Preceptors who supervise a medicine subspecialty or elective rather than a core experience may follow the syllabus that most closely approximates one of the core. It will be necessary for preceptors of non-patient care electives to develop an outline specific to that experience.

Take advantage of opportunities, through the college’s annual Preceptor Orientation and Training Conference, professional association meetings, and other events to network with other preceptors. Revise the course outline and activities to incorporate best practices.

For questions and input, contact one of the experiential personnel in your region [http://sites.utexas.edu/phr-experiential/region-rotation-assignments/](http://sites.utexas.edu/phr-experiential/region-rotation-assignments/).

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**General Preceptor-Faculty Expectations**

**General Preceptor-Faculty Expectations**

1. Serve as a role model for the student and exhibit professional characteristics:
   - Positive attitude and a sincere desire/willingness to educate and train students
   - Well-developed and respectful interpersonal/communication skills
   - Effective time-management skills
   - Organized, enthusiastic, and motivated practitioner and educator
   - Professional appearance and demeanor
2. Recognize that learning requires mutual respect, courtesy and communication between him/herself and the student.

3. Accept the responsibilities and challenges associated with guiding, supervising, and training students to fulfill the learning objectives for the corresponding IPPE/APPE.

4. Be willing to devote adequate time for appropriate student instruction, guidance, and supervision.

5. Follow the IPPE/APPE rotation description provided by the SHF Department of Pharmacy and assure that adequate experiences and activities are made available to the student to fulfill the learning objectives associated with the corresponding IPPE/APPE.

6. Establish clear student expectations and responsibilities regarding appearance, conduct, attitude, IPPE/APPE schedule, activities/assignments/requirements, and policy/procedures of the practice site.

7. In addition to the general orientation provided by the Network Pharmacy Educator, provide a structured site-based orientation at the beginning of the IPPE/APPE to discuss expectations and responsibilities of the student. Refer to orientation checklist.

8. Routinely monitor, assess, and evaluate student performance of the IPPE/APPE activities, assignments, and requirements.

9. Provide positive reinforcement and constructive feedback to the student for improvement.

10. Complete the online IPPE/APPE evaluation form at midpoint and end of each IPPE/APPE. Refer to rotation calendar template.

11. Allow the student the autonomy to act independently in order to gain the necessary skills of a new pharmacist. Limit observational experiences to tasks students are not able to conduct independently.

12. Communicate any significant problems regarding student performance and/or behavior (i.e. if it is anticipated the student will not pass the rotation) to the College of Pharmacy as soon as possible.

13. When the student is on site and the preceptor is not present, the student must:
   - Have clear instructions about what he/she can or cannot participate in during the preceptor’s absence (i.e., what activities are appropriate for an unsupervised student’s participation?)
   - Know how to and when he/she should contact the preceptor or other designated supervisor.
   - Know when it is acceptable to answer a question from a patient or health care professional
     - If the question or inquiry requires ‘professional judgment’ (i.e., therapeutic recommendations or interventions), it must receive approval from either the preceptor or a designated supervisor in their absence.

Preceptor-Faculty Development

Preceptor-Faculty Development

Preceptor development is a continuous, cyclical process that involves self-assessment, reflection, needs identification, education and training, and active engagement on the part of the preceptor.

The college assists in this process through periodic education needs assessments, preceptor education offerings, and encouraging reflection as part of the preceptor recertification process.

All new preceptors should participate in the Preceptor Orientation Series, available on the college’s continuing education website at http://sites.utexas.edu/cpe-potch/online/.
The college’s webpage [http://sites.utexas.edu/phr-experiential/preceptors/educational-opportunities/](http://sites.utexas.edu/phr-experiential/preceptors/educational-opportunities/) lists preceptor educational opportunities available through a variety of organizations and formats. Also, visit the TCEP preceptor education calendar [www.calendarwiz.com/txtcepcalendar](http://www.calendarwiz.com/txtcepcalendar) for events across the state and nation approved for preceptor education in Texas.

**Requesting Online Library Access**

**Requesting Online Library Access**

Preceptors interested in obtaining online access to UT Austin libraries must first describe their rotation in the experiential database PhIRST. This is necessary, in UT’s eyes, to establish the preceptor’s teaching relationship with the university and thus demonstrate the need for access to these resources. Once the description is completed, the assistant dean will forward the request for approval.

Requests should be directed to jennifer.ridings-myhra@austin.utexas.edu.

**Preceptor Awards and Recognitions**

**Preceptor Awards and Recognitions**

Each year the College of Pharmacy solicits nominations from fourth year students for the **William Arlyn Kloesel Outstanding Preceptor Award**. This prestigious award celebrates excellence in all areas of precepting, and sets the standard for all students, alumni, and faculty who choose to become preceptors. Begun in 1989 to recognize and honor these dedicated individuals, the award was renamed in 1995 in honor of William Arlyn Kloesel, whose devotion to pharmacy, students and experiential learning is legendary.

The criteria for consideration are as follows:
1. The nominee must demonstrate the highest standards of integrity and professionalism; and
2. The nominee must demonstrate a commitment to excellence as a mentor and teacher of pharmacy students.

The Kloesel Outstanding Preceptor Award is one of the College of Pharmacy’s teaching excellence awards. The nomination process recognizes one outstanding preceptor from each of the P4 experiential regions throughout the state, and it is this group of six individuals that forms the pool of nominations for the annual Kloesel preceptor award. Former recipients of this award choose the annual award winner.

For more information on this and other awards, visit: [http://sites.utexas.edu/phr-experiential/preceptors/preceptor-honors/](http://sites.utexas.edu/phr-experiential/preceptors/preceptor-honors/)
The IPPE preceptor of the year is recognized with the college’s other teaching awards each year. These winners are published in the *Longhorn Pharmacy Focus* [http://sites.utexas.edu/phr-experiential/preceptors/preceptor-honors/](http://sites.utexas.edu/phr-experiential/preceptors/preceptor-honors/) and news releases online.

### Other Faculty Appointments

*Other Faculty Appointments*

All volunteer preceptors are appointed as preceptor-faculty with the college. This is a modified type of University appointment that establishes the preceptor’s relationship with the University for the purpose of hosting pharmacy students in educational experiences.

Preceptor-faculty may also request appointment as an adjunct faculty member. This appointment requires commitment over and above precepting students. For more information, contact the [associate dean for clinical programs](http://sites.utexas.edu/phr-experiential/preceptors/preceptor-honors/).
Rotation Policies for Preceptor-Faculty

ROTATION POLICIES FOR PRECEPTOR-FACULTY

How to Report Failing Performance

How to Report Failing Student Performance

Any performance or professionalism issues noted should be documented early on, and the student made aware of these as well as methods by which they can be addressed. Written, detailed documentation is critically important in this process! Additionally, the regional director and assistant dean should be notified as soon as deficiencies are noted so that both the student and preceptor-faculty can be supported throughout the process.

Assigning an Unsuccessful (Failing) Student Evaluation

Assigning an “Unsuccessful”, or Failing, Student Evaluation

Preceptor-faculty formally evaluate at both the midpoint at three weeks, and at the end of the six week rotation. However, preceptor-faculty should provide actionable, criteria-based feedback to students on a regular basis. For more information, access the module on evaluating students via the college’s continuing education website at http://sites.utexas.edu/cpe/featured-online-cpe/preceptors/.

Any performance or professionalism issues noted should be documented early on, and the student made aware of these as well as methods by which they can be addressed. Written documentation is critically important in this process! Additionally, the regional director and assistant dean should be notified as soon as deficiencies are noted so that both the student and preceptor-faculty can be supported throughout the process.

If the preceptor-faculty feels that the student is in danger of failing the rotation, or is not progressing as expected at the mid-point evaluation, the preceptor should indicate so on the evaluation summary page, and note the plan of action to address deficiencies. The student must acknowledge and indicate agreement with this plan. Additionally, deficiencies identified should correspond with the evaluation competencies. When this evaluation is submitted by the preceptor-faculty, the regional director and assistant dean are automatically notified, and will contact both preceptor and student to provide assistance.

Preceptor-faculty evaluate students. The College of Pharmacy assigns the final grade, which includes the preceptor’s evaluation of the student. For more information, visit:

Dismissing a Student from the Practice Site

Dismissing a Student from the Practice Site

The Master Syllabus and Guidelines document addresses circumstances under which a preceptor-faculty member may dismiss a student from the practice site:
Student-interns who exhibit unprofessional conduct, as defined in the P4 APPE Evaluation Form, or within this course syllabus, or as determined by the preceptor-faculty member, regional personnel or the dean’s office, may be removed from the rotation, may fail the course, and may be dismissed from the College and/or University pending investigation. Student-interns will immediately be removed from a rotation for conduct deemed unprofessional by the preceptor-faculty, practice site, or Student Affairs Office, OR if the student-intern’s actions endanger patient health or welfare.

The college honors the ability of a practice site to dismiss a student who endangers patient care. However, prior to the dismissal, the regional director and assistant dean must be notified to ensure that we are able to support both the preceptor-faculty and the student in this process. It is hoped that due process has occurred at the practice site and the student has been given opportunity to, if possible, remedy the situation.

The college expects that the preceptor has notified the student that he or she is failing prior to contacting the college.

Students should not be dismissed abruptly from the practice site for any other reason except those described above. Students should not be dismissed from the site because a preceptor feels that he or she is unable to work with the student, or that the student will “never” pass the rotation. If this is the case, contact the regional director and assistant dean immediately, and inform the student of the issue(s). Each student situation will be handled on a case-by-case basis. Usually, a well-articulated intervention in the form of a performance improvement plan, shared with the student and the college early on, can help avoid this situation. It should never come as a surprise to the student or the college that the student has been or will be dismissed from the site.

Definition of “Current” Preceptor-Faculty Member

Definition of a “Current” Preceptor-Faculty

A preceptor-faculty member is considered “current” if he or she has served as the preceptor of record for a student within the past three years. Note that, in the PhIRST database, preceptors may remain “active” for more than three years.

Those preceptor-faculty who do not meet the definition of “current” are strongly encouraged to review the most current information for IPPEs or APPEs prior to precepting a student on rotation. For more information, contact jennifer.ridings-myhra@austin.utexas.edu.

Library privileges are available to current preceptors only.


The Family Educational Rights and Privacy Act of 1974 (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law pertaining to the release of and access to educational records. FERPA applies to personally identifiable information in educational records. Educational records are records (information recorded via handwriting, print, digital image, and others) that contain information directly related to a student.

Educational institutions must not release education records, except to authorized individuals, without written consent from the student. This does not apply to directory information.

Preceptors should not share educational records without written consent from the student. Preceptors should protect all student records and discard records they do not need.

For questions related to FERPA, access the college’s CE module on this topic at http://sites.utexas.edu/cpe/featured-online-cpe/preceptors/, or contact jennifer.ridings-myhra@austin.utexas.edu.

Also, visit UT Austin’s website on FERPA for faculty at https://registrar.utexas.edu/students/records/ferpa/faculty
Information for Practice/Rotation Sites

Agreements articulating responsibilities of the UT Austin College of Pharmacy and the experiential site must be negotiated in advance of placing students in those sites.
Recruitment of Sites

Recruitment of Rotation Sites

The College of Pharmacy actively recruits practice sites where qualified preceptors offer core and elective rotations needed or desired by the program. Prior to establishing a formal affiliation agreement, the assistant dean, IPPE faculty member, or one of the Regional Internship Personnel will make a site visit and complete the Experiential Site Evaluation Form. Following the visit, a recommendation will be made to the assistant dean to establish an affiliation, or to not enter into an agreement.

Should any site wish to contact the college for the purpose of offering a student rotation experience, contact the assistant dean or one of the regional experiential personnel.

Affiliation Agreements

Affiliation Agreements

An affiliation agreement describing the relationship between the College of Pharmacy and each site in which students are assigned for rotations must be articulated prior to student placement in that site. It is the mutual responsibility of both parties to ensure that agreements are updated and based on current policies. Note that corporate agreements are used in many instances, especially for chain pharmacies.

The University of Texas at Austin’s standard agreements are available to be used for this process, which consist of a University of Texas System educational affiliation agreement and a Pharmacy Program Agreement. Alternatively, the practice site may submit its own agreement to the college for consideration. After review of any edits submitted by both parties, a finalized, fully executed agreement should be provided to both parties for their records.

All requests for new agreements or renewals must be addressed to the assistant dean.

Onboarding Students

Onboarding of Students

All paperwork required to onboard students into practice sites must be submitted to the regional director or his/her designate well in advance of the start of the student’s rotation: preferably, in advance of the start of the P4 year. Direct all paperwork and inquiries to the regional director.

Other Contracts

Other Contracts
Contracts outside of affiliation agreements related to faculty or other practice site arrangements should be directed to Associate Dean Bill McIntyre.

**Evaluation of Rotation Sites**

**Evaluation of P4 APPE Rotation Sites**

Evaluation of APPE rotation sites occurs in the following ways:

1. As of 2016, each new site is evaluated via a site visit per the college’s site visit policy, using the standard Experiential Site Evaluation Form. The form is also completed for existing sites during any site visit.

2. Each student evaluates each APPE rotation site at the conclusion of that rotation. This information is shared with the preceptor in the aggregate approximately four months after each May graduating class. In 2016, the college began collecting information about whether the site/rotation experience meets the requirements of the revised rotation syllabi.

3. The assistant dean visits with students in each region during the P4 APPE year. Students provide information on their most beneficial rotation as well as their least beneficial. This information is tracked for the rotation sites mentioned in student comments.

4. Students complete descriptions of selected rotation experiences throughout the year. This process is relatively new, but provides helpful information from students, primarily for students.

5. Should a rotation site receive negative evaluations through any of these mechanisms, the assistant dean, IPPE faculty member or Regional Internship Personnel member will work with the site to determine the cause. These interventions are tracked. Should improvement not occur, the college’s relationship with either the individual preceptor or the site as a whole will be terminated.

IPPE sites are recruited and evaluated based on the needs of the course and experience.

**Site Visits**

**Site Visits**

Site visits are performed to ensure quality of the rotation environment, and to provide an opportunity for ongoing dialogue between the UT Austin College of Pharmacy and practice site.

It is the policy of the College of Pharmacy to make a site visit:

- to any new site being considered for IPPEs or APPEs;
- for cause: identified issues with student, preceptor, or site;
- at the request of the practice site; or
- at the discretion of the regional internship personnel, the assistant dean for experiential and professional affairs, the associate dean for clinical programs, or the dean of pharmacy.

Site visits are documented via the college’s standardized form for this process.

During any site visit, the college and site can expect to address:

1. Patient care services and pharmacy operations
2. IPPE or APPE schedules and structure
3. Student requirements, activities and expectations
4. Preceptor feedback to student
5. Student evaluations of the preceptor and preceptor educational needs
6. How can the college assist the preceptor and site in a way that mutually benefits both?
Contact Us

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Program Coordinator:
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Regional Internship Personnel may be found at:

http://sites.utexas.edu/phr-experiential/contact-information/
THE EYES OF TEXAS

The Eyes of Texas are upon you,
   All the livelong day.
The Eyes of Texas are upon you,
   You cannot get away.
Do not think you can escape them
   At night or early in the morn—
The Eyes of Texas are upon you
   ‘Til Gabriel blows his horn.