PHAR 7136 Applied Evidence-Based Medicine: Defense of the Clinical Arts
Spring 2025

Course Description
This elective course focuses on the application of evidence-based medicine to complex patient cases through clinical reasoning and the use of the Pharmacist's Patient Care Process

Additional Course Information
This course provides students the opportunity to integrate and apply their knowledge and skills to work up complex patient cases, present them, and defend their rationale. The course format simulates the inpatient rounding experience where students will provide care for their patients in the acute care setting for a variety of common disease states.

Course Credit: 1 credit hour

Pre-Requisites: P2 standing

Co-Requisites: None

Class Meeting Days, Time & Location: Mondays, 3:00 pm – 4:00 pm OR 4:00 – 5:00 PM; W.T. Brookshire Hall 235

Course Coordinator:
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Co-Coordinator
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Fisch College of Pharmacy (FCOP) and UT Tyler Policies
This is Part 1 of the syllabus. Part 2 contains UT Tyler and the FCOP policies and procedures. For experiential courses (i.e., IPPE and/or APPE), the Experiential Manual contains additional policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the experiential manual may contain policies with different deadlines and/or instructions. The manual should be followed in these cases.

Required Materials
Most course required materials are available through the Robert R. Muntz Library. These materials are available either online* (http://library.uttyler.edu/) or on reserve.

1. None

Recommended Materials

1. None

Course Format

The course may include, but are not limited to, the following activities:

1. Independent study and research of selected readings
2. Individual and team preparation of patient care plans
3. Oral presentation and defense of patient care plans during simulated inpatient rounds

Course Learning Outcomes (CLOs) - Course Learning Outcomes are the primary purpose of your course. CLOs are driven by programmatic and curricular outcomes and describe what students must know and do by the end of the course. CLOs should follow the S.M.A.R.T. format, be learner-centered (written from student's perspective) and incorporate upper Bloom's when appropriate. If a topic in the course does not help students to achieve at least one of the CLOs, either the topic is not necessary, or a CLO was missed.

CLOs	PLO(s) Assessed for this CLO (1-12)	EPAs (1-13) Only map for Lab, IPPE, APPE. Otherwise delete	ACPE Appendix 1	ACCP Didactic Toolkit	NAPLEX (1.1-6.5)	MPJE (1.1-4.7)	Assessment Methods (1-13)
1. Create patient care plans using the Pharmacist's Patient Care Process, evidence-based medicine, and critical thinking	1, 5	N/A	Clinical Laboratory Data, Clinical Pharmacokinetics, Patient Assessment, Pharmacotherapy	N/A	N/A	N/A	9
2. Present and justify patient care plans in simulated patient rounds	2, 3	N/A	Health Information Retrieval and Evaluation	N/A	N/A	N/A	8
3. Provide responses to inquiries about patient-specific information, pathophysiology, and pharmacotherapy	1	N/A	Pathology/Pathophysiology, Pharmacology, Clinical Laboratory Data, Pharmacotherapy	N/A	N/A	N/A	12

*The Curriculum Assessment Categories and guidance document found online at: Canvas | ORG-Pharmacy-Office of Academic Affairs | Modules | 1. Course Coordination & Teaching Resources

Course Summative Assessment Methods

	Assessment/Examination Method
1	Question-based examination (ExamSoft-based)
2	Question-based examination (paper-based)
3	Comprehensive Case
4	Skills Assessment
5	OSCE
6	Team Project
7	Individual Project
8	Oral Presentation
9	SOAP Note
10	Reflection Essay
11	Simulation
12	Internship/Observation
13	Other major assignment. Please specify:

Grading Policy & Grade Calculation

Grades will be determined based on evaluation of assignments, formative assessments (for learning), and summative assessments (for mastery). For all intents and purposes, final examinations are synonymous with summative assessments. Assessments may consist of, but are not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions. They may also include a variety of formats beyond the traditional question-based written examination, as each CLO may require different methods to determine student achievement.

Assignments, formative, and summative assessments may be **cumulative.** Students are responsible for material presented during prior courses. The grading scale for all graded material is below. The final course grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see Part 2 of the syllabus.

During the time the course is in progress, students who obtain less than 75% on any summative assessment or a total course grade of less than 75% during a particular semester will receive an academic alert from the course coordinator and the Office of Academic Affairs and be subject to weekly in-course remediation with the course instructor(s).

Standard Grade Calculation	
Team Assessments: 40%	
Patient Presentations	5%
SOAP Notes	2%
Q&A	3%
Midterm Comprehensive Assessment	30%
Individual Assessments: 60%	
Patient Presentations	10%
SOAP Notes	4%
Q&A	6%
Final Comprehensive Assessment	40%

The final course letter grade will be as follows:

A	90 - 100 %
B	80 - 89.999 %
C	70 - 79.999 %
D	65.0 - 69.999 %
F	< 65.0 %

Total	**100%**

Appropriate Use of Artificial Intelligence

For this course, **AI is not permitted in this course at all.**

a. Example 1: I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

b. b. Example 2: To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

c. Example 3: The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as Chat ChatGPT).

PHAR 7136 Course Schedule

WEEK	DAY	TOPIC	Instructor	CLO
1	1/13	Course Overview; Working up patients from medical records	Yu/Go	
2	1/20	NO IN-PERSON CLASS MLK **Asynchronous: Presenting patients on inpatient rounds**		
3	1/27	Paired patient presentations	Yu/Go	1-3
4	2/3	Paired patient presentations	Yu/Go	1-3
5	2/10	Paired patient presentations	Yu/Go	1-3
6	2/17	Paired patient presentations	Yu/Go	1-3
7	2/24	Midterm	Yu/Go	
8	3/3	Paired patient presentations	Yu/Go	1-3
9	3/10	Individual patient presentations	Yu/Go	1-3
NO CLASS SPRING BREAK				
10	3/24	Individual patient presentations	Yu/Go	1-3
11	3/31	Individual patient presentations	Yu/Go	1-3
12	4/7	Individual patient presentations	Yu/Go	1-3
13	4/14	Individual patient presentations	Yu/Go	1-3
14	4/21	Individual patient presentations	Yu/Go	1-3
15	4/30	Final	Yu/Go	
Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.				