

PHAR 7684 Advanced Institution Rotation
Advanced Pharmacy Practice Experience
Summer/Fall/Spring 2025-26

*The content in this syllabus must be supplemented with the Ben and Maytee Fisch College of Pharmacy
“Experiential Education Manual”. The syllabus is unique to each experiential rotation.*

Course Description

Professional experiential rotation designed to provide experience in the delivery of pharmaceutical care in an institutional pharmacy setting.

Additional Course Information

This course is an advanced pharmacy practice experience where students, under the direct supervision of a pharmacist preceptor, will build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in direct patient care activities in the hospital setting. Students will actively participate in pharmacy operations and services relating to systems for drug distribution and drug control, scope of clinical services provided by the department, management of the department, and department relationships within the institution and health system.

Course Credit: 6 credit hours

Pre-Requisites: Students must have successfully completed all Introductory Pharmacy Practice Experiences and be a current P4 pharmacy student prior to beginning their Advanced Institution Advanced Pharmacy Practice Experience.

Co-Requisites: None

Class Meeting Days, Time & Location: This rotation requires students to complete at least 40 hours per week with a maximum of 50 hours per week. The student’s schedule will be determined by their preceptor. Most experiences will occur during the normal business hours from 8:00 a.m. – 5:00 p.m. However, some sites may require that the student work additional hours per week and/or work hours on evenings, nights or the weekend in order to experience various work “shifts” and new opportunities.

Course Coordinator:

Young Lee, Pharm.D., FCCP, BCCCP, BCIDP, BCPS
Director of Inpatient Pharmacy Practice Experiences
W.T. Brookshire Hall Room
Phone number: 903.566.6111
Email: younglee@uttyler.edu
Office hours: Tuesday 12 noon – 1 pm, Thursday 12 noon – 1 pm
Preferred method of contact: Email

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.utt Tyler.edu/>) or on reserve.

1. *Ben and Maytee Fisch College of Pharmacy Experiential Education Manual
2. Most course required materials are available through the Robert R. Muntz Library. Required materials will be outlined by the individual preceptor for each elective rotation.

Course Format

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

1. Patient care activities
2. Projects
3. Journal clubs
4. Drug information responses
5. Oral presentations
6. In-services
7. Topic discussions
8. Patient interviews
9. Documentation of clinical services/interventions
10. SOAP notes
11. Patient case presentations
12. Patient physical assessments

Course Learning Outcomes (CLOs)

CLOs	PLO(s) Assessed for this CLO (1-12)	EPAs (1-13)	ACPE Appendix 1	Assessment Methods (1-13)
1. Develop, integrate and apply foundational knowledge to patient care.	1,2	2, 3, 6, 7, 9, 10, 12, 13	Pharmacotherapy	7,12
2. Use the pharmacist patient care process to provide optimal pharmaceutical care.	2,3,4,5,6,8	1, 2, 3, 6, 9, 10, 12	Patient Assessment	7,12
3. Utilize information technology and evaluate literature to optimize drug therapy.	1,2	2, 5	Pharmacotherapy	7,12
4. Actively participate as a member of the healthcare team.	3,6,7,8,10,12	3, 4, 6, 8 11, 13	Medication Prescribing, Preparation, Distribution, Dispensing, and Administration	7,12
5. Demonstrate effective communication skills, both verbal and non-verbal	3,12	3, 4, 6, 8 11	Professional Communication	7,12
6. Exhibit behaviors and values that are consistent with trust given to the profession.	10,11,12	N/A	Professional Development	7,12

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 the preceptor evaluation of competencies related to knowledge, practice, skills, and graded assignments.

Students will receive a letter grade.

****Students who receive a D or F for a rotation will be required to repeat the rotation****

Three (3) or more "Needs Improvements" on any competency within the FINAL evaluations will result in a D. One (1) or more "Significant Deficits Exist" on any competency within the FINAL evaluations OR any required assignments will result in an F. Assessment of competencies and graded assignments will be rubric-based.

Students cannot be awarded a rotation grade until all required assignments are completed and the following are documented in CORE ELMS

- APPE evaluation by preceptor – Final evaluations and grading forms for required assignments
- Rotation hours logged by student and confirmed by preceptor, which includes daily checklist and Quantifi intervention reports
- Evaluation of preceptor, evaluation of site, and student self-evaluations

Students are responsible for completing the rotation requirements and submitting required evidence to the practice site for successful completion of the rotation.

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).

Rotation Grading Components

Grading Components	Weight	Comments
Competency/Professionalism Evaluation	85%	<ul style="list-style-type: none"> – The competency assessment will be performed by the preceptor at mid-rotation and at the end of the rotation in CORE ELMS. The final evaluation will be credited toward your grade (i.e. midpoint = formative; final = summative). – The rubric allows for a Non-Applicable (N/A) if the student has not been exposed to a specific competency during the rotation. – Includes the following domains: foundational, patient care provider, practice management, information master, self-developer, population health, communication, professionalism, and interprofessional education. – Egregious lack of professionalism may result in immediate dismissal and/or failure of the rotation. For examples, please refer to the Honor Code in the FCOP Student Handbook.
Drug Information Question	5%	<ul style="list-style-type: none"> - A drug information question is a required assignment of the rotation. The Drug Information Inquiry Grading Form must be used to derive grade.
In-service	5%	<ul style="list-style-type: none"> - An in-service is a required assignment of the rotation. The In-service Grading Form must be used to derive grade.
Other assignments	5%	<ul style="list-style-type: none"> - Preceptors may choose additional assignments as part of the rotation. Preceptors may choose to award a grade for any optional assignment(s). - If no additional assignments are chosen, the final grade awarded will be based on 95 points (e.g. 95/95 points = 100%).

Competency Assessment Rubric

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

The final course letter grade will be determined according to the following grading scheme:

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

Appropriate Use of Artificial Intelligence

For this course, the use of Artificial Intelligence (AI) is not permitted unless specific approval is obtained by the instructor and course coordinator. Use of grammar and spell check programs is allowed without specific approval required.

PHAR 7684 Course Schedule

Suggested Schedule of Required Learning Activities/Assignments

This is a suggested schedule for required learning and graded activities. Preceptors may rearrange this schedule to meet their needs.

WEEK	TOPIC	ACPE Appendix 1
1	Orientation (site and rotation schedule) Training (EMR, clinical intervention software) Review of drug distribution activities Observation of pharmacy technician In-service topics reviewed* Drug Information Question assigned*	Practice Management; Professional Communication; Health Informatics; Pharmacotherapy; Medication Prescribing, Preparation, Distribution, Dispensing, and Administration
2	Drug distribution activities Review of medication reconciliation First medication reconciliation Interprofessional practice activities (including communication) Observation of nurse (medication administration) In-service topic selected Medication Reconciliation^	Professional Communication; Self-Care Pharmacotherapy; Social and Behavioral Aspects of Practice; Health Information Retrieval and Evaluation; Medication Prescribing, Preparation, Distribution, Dispensing, and Administration
3	Drug distribution activities Review sterile and non-sterile compounding First sterile compounded preparation Review of documentation of interventions Review progress with core knowledge Drug information question graded* Midpoint Evaluation (end of week 3)	Professional Communication; Professional Development; Cultural Awareness; Medication Prescribing, Preparation, Distribution, Dispensing, and Administration; Extemporaneous Compounding
4	Review management topics Drug distribution activities including compounding Provide feedback on in-service draft Medication Reconciliation graded^	Professional Communication; Professional Development; Pharmacotherapy; Medication Prescribing, Preparation, Distribution, Dispensing, and Administration
5	Review management topics Drug distribution activities including compounding Formal in-service* Second graded drug information question (<i>if needed</i>)*	Professional Communication; Professional Development; Pharmacotherapy; Medication Prescribing, Preparation, Distribution, Dispensing, and Administration
6	Review management topics Drug distribution activities including compounding Second formal in-service (<i>if needed</i>)* Final review of documentation of interventions Review progress with core knowledge Final Rotation Evaluation	Professional Communication; Professional Development; Pharmacotherapy; Medication Prescribing, Preparation, Distribution, Dispensing, and Administration

Note: At the discretion of the preceptor, assignments may be repeated until the student demonstrates competency

** Required assignments*

^ Optional assignments at the discretion of the preceptor

Rotation Activities:**Core Knowledge (CLO 1)**

1. Participate in preparing and/or submitting an actual or simulated adverse event or medication error report to a standard reporting system (e.g., FDA MedWatch, medication error reporting, etc.).
Note: student's role may include reporting simulation and/or discussion with the preceptor.
2. Discuss USP Chapters <795>, <797>, and <800> as applicable.
3. Review override reports.
4. Spend time with nurse to observe the following:
 - a. Medication pass (administration of drugs for all routes of administration)
 - b. Delivery of medication from pharmacy
 - c. Dispensing from an automated dispensing cabinet
 - d. Bedside barcoding
 - e. IV pump programming
5. Spend time with the purchaser/buyer for the pharmacy to observe how an order is placed and received
6. Spend time with pharmacy technician to observe utilization, restocking, and troubleshooting of automated dispensing cabinets.

Administration and Management

1. Discuss procedures for procurement and dispensing of controlled substances in the inpatient setting including:
 - a. inventory/storage requirements within the pharmacy department and in patient care areas
 - b. procedures for distribution/tracking of controlled substances
 - c. prevention of theft/diversion and
 - d. procedures for disposal/handling of expired or partially used products.
2. Discuss with the preceptor, or other pharmacist, national quality measures and safe medication use. Topics may include review of National Patient Safety Goals, The Joint Commission accreditation, National Hospital Quality Measures, HEDIS, HCAHPS, etc.
3. Discuss and/or participate in performance improvement projects using PDCA methodology.
4. Discuss operation manager duties including scheduling of staff, required reporting, supervision of pharmacy technicians, goal setting, etc.
5. Discuss hospital formularies and non-formulary requests.
6. Discuss handling of drug shortages and drug recalls.

Literature Evaluation (CLO 3)

1. Deliver at least one in-service (journal club, patient case, new drug review, etc.) to pharmacy and/or other health care professionals, including analysis and interpretation of the primary literature.

Dispensing and Distribution

1. Engage in non-sterile and sterile compounding activities
2. Participate in the processing of drug orders including order entry, order verification, dispensing, and delivery (student's role may include simulation and/or training in some areas, depending on institutional policies and procedures).
3. Participate in unit dosing, automatic medication dispensing, and filling crash carts.

Patient Care (CLO 1, 2, 5)

1. Use the Pharmacists' Patient Care Process to formulate, recommend and implement therapeutic plans.
2. Make verbal and/or written therapeutic recommendations (to healthcare professionals).
3. Participate in therapeutic drug monitoring activities.
4. Obtain and record accurate medication histories.
5. Provide inpatient medication, disease-specific, and/or discharge counseling to patients and/or caregivers.
6. Document clinical interventions/activities, via a method provided by the preceptor or site (list of interventions, notes in the medical record, etc.)

Communication (CLO 5)

1. Effectively communicate, both verbally and nonverbally, with patients and other healthcare providers.
2. Complete at least one in-service presentation to nurses, physicians, pharmacists, and/or other health care professionals. At the discretion of the preceptor, this may be repeated until the student demonstrates competency.

Professionalism (CLO 6)

1. Demonstrate professionalism in all practice settings.

Interprofessional Education and Practice (CLO 4)

1. Communicate with prescribers for clarification of orders.
2. Communicate with nursing and patients for clarification of drug allergies.
3. Attend at least one interprofessional meeting (e.g., Pharmacy and Therapeutics Committee meeting, Patient Safety Committee, etc.).
- 4.