**PHAR 7687 Non-Patient Care Elective**
**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 develop the competencies needed to skillfully perform functions and responsibilities in a variety of non-patient care settings.

**Additional Course Information**
This course is an advanced pharmacy practice elective experience where direct/supportive patient care does not occur. Students will gain insight and knowledge in different pharmacy settings. Students will be expected to utilize abilities learned previously in the curriculum in order to meet course objectives and site-specific objectives developed by the preceptor. The student will be expected to meet the universal entrustable professional activities.

**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 Non-Patient Care Elective Advanced Pharmacy Practice Experience.

**Co-Requisites:** None

**Class Meeting Days, Time & Location:** Students must participate in rotation activities for a minimum of 40 hours per week. Specific schedules may vary based on the preceptor and site needs. In general, students are required to participate in activities and projects that are outlined by the preceptor. Students may be required to participate in activities before 8 AM and after 5 PM if deemed necessary by the preceptor.

**Course Coordinators:**
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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.

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**Required Materials**

Most course required materials are available through the Robert R. Muntz Library. These materials are available either online* ([http://library.uttyler.edu/](http://library.uttyler.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 non-patient care elective rotation will be offered by different preceptors and in a variety of settings. Each experience will provide a unique opportunity for students. The course format will vary. Activities may include, but are not limited to, the following:

- Research
- Writing
- Oral presentations
- Teaching
- In-services
- Topic discussions
- Committee involvement
- Academic endeavors
- Drug information

**Course Learning Outcomes (CLOs)**

| CLOs | PLO(s) Assessed for this CLO (1-12) | EPAs (1-13) | ACPE Appendix 1 | Assessment Methods (1-13) |
|---|---|---|---|---|
| 1. Exhibits behaviors and values that are consistent with trust given to the profession | 1,2 | N/A | Professional Development | 7,12 |
| 2. Effectively educates all audiences and assess understanding | 2,3,4,5,6,8 | N/A | Professional Communication | 7,12 |
| 3. Develops, integrates and applies knowledge from foundational knowledge | 1,2 | N/A | N/A | 7,12 |
| 4. Uses creative thinking to envision alternatives approaches to solve a problem or accomplish a goal | 3,6,7,8,10,12 | 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 | 60% | — 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).<br>— The rubric allows for a Non-Applicable (N/A) if the student has not been exposed to a specific competency during the rotation.<br>— Includes the following domains: foundational, patient care provider, practice management, information master, self-developer, population health, communication, professionalism, and interprofessional education.<br>— 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. |
| Project(s) | 40% | — One or more projects may be assigned. If more than one project is assigned, all project grades will be averaged. The average will then account for 40% of the final grade. Projects may involve written and/or verbal presentation.<br>- The Final Project Grading Form must be used to derive grades |

**Competency Assessment Rubric**

| Exceeds Expectations (EE) | Meets Expectations (ME) | Needs Improvement (NI) | Significant Deficits Exist (SDE) |
|---|---|---|---|
| Student has excelled in performing competency<br><br>Student performs above expectations and requires minimal guidance from preceptor | Student performed the competency at an acceptable level<br><br>Student has met expectations but requires occasional guidance from preceptor | Student has not consistently demonstrated the competency at an acceptable level<br><br>Student requires frequent guidance from preceptor | Student has rarely demonstrated the competency at an acceptable level<br><br>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 7687 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)<br>Training (EMR, clinical intervention software)<br>Review of Project assignment*<br>Site specific activities | Practice Management; Professional Communication |
| 2 | In-service topic selected^<br>Site specific activities | Professional Communication |
| 3 | Review progress with core knowledge<br>Site specific activities<br>Graded formal Project*<br>Assign second project *(if needed)*^<br>Midpoint Evaluation (end of week 3) | Professional Communication; Professional Development |
| 4 | Site specific activities | Professional Communication; Professional Development |
| 5 | Formal in-service^<br>Site specific activities | Professional Communication; Professional Development |
| 6 | Site specific activities<br>Second formal Project *(if needed)*^<br>Review progress with core knowledge<br>Final Rotation Evaluation | Professional Communication; Professional Development |

*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 3, 4)**
Students should be exposed to applicable disease states and therapeutic topics relevant to the rotation. This exposure may include, but is not limited to, performing literature evaluations, developing written materials, delivering presentations, creating patient education tools, or engaging in academic projects. Students should demonstrate competency in pathophysiology and pharmacotherapeutic management of these disease states as applicable to their rotation site.

1. **Overview**
   a. Discuss relevant epidemiology and pathophysiology of selected disease states.
   b. Identify risk factors, progression, and typical presentations of the condition(s).
   c. Explore relevant clinical guidelines, unmet needs, or gaps in practice related to the topic.
   d. [Checkpoints or reinforcement questions / References / Supplemental Reading / Resources]
2. **Guidelines/Resources**
   a. Identify relevant national or organizational guidelines.
   b. Summarize key recommendations and how they apply to pharmacy practice.
   c. Evaluate applicability to the non-patient care setting (e.g., formulary management, education, policy, academic environment).
   d. [Checkpoints or reinforcement questions / References / Supplemental Reading / Resources]

**Scholarly/Academic Practice (CLO 2, 4)**
Depending on the focus of the rotation, students may engage in activities such as:

1. Contribute to ongoing research projects or initiate a small-scale project (under preceptor guidance).
2. Prepare and deliver topic discussions or in-services for peers, faculty, or healthcare professionals.
3. Develop or revise educational materials (e.g., monographs, newsletters, lectures, tutorials, handouts).
4. Contribute to curricular design, assessment tools, or academic policy review.
5. Actively participate in academic committee meetings, research discussions, or journal club sessions.
6. Complete assigned tasks with timeliness and quality aligned with graduate-level work.
7. Apply the Pharmacists' Patient Care Process conceptually through case-based exercises or scenario development when applicable.
8. Create materials that could be used in future educational or practice settings (e.g., slide decks, teaching cases, handouts, FAQs).

**Communication (CLO 2)**

1. Demonstrate clear and effective verbal and written communication across all assigned activities.
2. Tailor communication style based on the audience (e.g., peers, faculty, administration, healthcare professionals).
3. Deliver at least one formal presentation (e.g., journal club, research proposal, in-service, seminar).
4. Incorporate feedback and demonstrate improvement in future presentations.
5. Provide a written document to accompany any major oral presentation (e.g., handout, summary, report).
6. Engage in professional email and verbal communication with stakeholders throughout the rotation.

**Professionalism (CLO 1)**
1. Demonstrate professionalism in all interactions, including punctuality, preparedness, accountability, respect, and integrity.
2. Meet deadlines and maintain an organized and proactive approach to assigned tasks.
3. Accept and respond appropriately to feedback.
4. Maintain confidentiality and ethical standards in academic and professional communications.

**Interprofessional Education and Practice (CLO 1, 2)**
1. When applicable, engage with members of the healthcare, academic, or administrative team.
2. Demonstrate an understanding of the value of collaboration and respect for various roles in education, research, or healthcare policy.
3. Participate in interprofessional activities if offered (e.g., shared education sessions, collaborative project meetings).