PHAR 7185 Introduction to Pharmacy Practice Experience – 5 (Institution)
SPRING 2026

Course Description
This course focuses on the development and application of advanced pharmacy practice skills and drug knowledge through the completion of experiential hours in an institutional practice setting and participation in interprofessional experiences.

Additional Course Information
The course provides experiences to advance pharmacy practice knowledge and skills in institutional pharmacy while also focusing on professional development. The didactic component of this course prepares students for an institutional pharmacy practice experience. For the experiential education component of the course, students complete a rotation in the institutional pharmacy setting. Additionally, students will participate in interprofessional experiences with students in other disciplines. The structure of this course allows application and integration of knowledge and skills gained from the didactic curriculum while developing behaviors and attitudes needed as a pharmacist.

Course Credit: 1 credit hour

Pre-Requisites: PHAR 7281 or equivalent

Co-Requisites: None

Class Meeting Days, Time & Location:
1. **Class (weeks 1-3):** WTB 234; Fridays 10:00 a.m. – 12:00 p.m.
2. **Rotation (weeks 4-15):** 75 IPPE hours; Friday P3 IPPE Days
3. **IPE experiences:** 4 sessions

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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.
- Nemire RE, Assa-Eley M. eds. *Pharmacy Student Survival Guide.* 4th edition. McGraw-Hill; 2023. ISBN: 978-1-264-27856-5.
  - Available online:
    (https://accesspharmacy-mhmedicalcom.ezproxy.uttyler.edu/book.aspx?bookid=3269)
- Other required materials will be posted on the class Canvas site. The site address is: uttyler.edu/canvas.

Recommended Materials
The course recommended materials will be provided or will be available through the Robert R. Muntz Library.

Course Format
The course may include, but are not limited to, the following activities:
1. Independent study
2. Lecture
3. Active learning strategies
4. Individual applications and projects
5. Assessments of knowledge and skills
6. CORE READINESS modules and assessments
7. Interprofessional activities
8. Rotation activities

Course Learning Outcomes (CLOs)

CLOs	PLO(s) Assessed for this CLO (1-15)	EPAs (1-13)	ACPE Std. 11 & 12 (1-4)	Grading Method	Assessment Methods
1. Develop skills in providing patient centered care in the institutional setting as a pharmacist intern.	1,2	1,2,3,4,7,8,9	1,2,3,4	- Competency Evaluation	4
2. Provide formal drug information responses.	7,11,15	5	4	- Observation	5

				- Rubric	
3. Answer questions from preceptors, patients, pharmacists, and other health care providers in an interprofessional team using appropriate references.	1,7,9	4,5,11	1,2,3,4	- Observation - Rubric	3,4
4. Develop and apply general knowledge, skills, behaviors, and attitudes required of a pharmacist.	1,9,15	1-13	1,2,3,4	- CORE READINESS Assessments - Observation	3,4,5
5. Collaborate as part of an interprofessional team	9,15	6	1,2,3,4	- Observation	4
6. Develop and maintain a professional portfolio and CV	12	-	-	- Rubric	1,2

Course Assessment Methods

	Assessment Method	Description *Please provide a brief description of each summative assessment that you plan to use in this course to allow us to identify which ACPE standards are being assessed*
1	Skills Assessment	Students will use peer-evaluation to assess development of a curricular vitae (CV).
2	Individual Assignment	Students will be assessed on their maintenance of a professional, electronic portfolio in MyCred. A rubric will be used to assess the assignment.
3	Individual Applications	Students will be assessed on their knowledge and ability to apply gained knowledge through individual applications, including, but not limited to iRATs, learning issues, and/or quizzes.
4	Observation	Students will be observed on their engagement in professionalism and readiness activities for experiential education through their participation, attendance (including timeliness), dress, completion of READINESS modules in CORE ELMS and IPE experiences Application of knowledge and skills will be assessed through observation by a preceptor and using the rotation Competency Evaluation (midpoint and final) o Preceptors will evaluate student competency and professionalism using the rotation Competency Evaluation.
5	Internship (Rotation Assessments)	Students will be evaluated on a formal drug information response. Students will be evaluated on drug information responses using a rotation grading form (TCEP rubric).

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Use of Artificial Intelligence (AI) is not permitted in this course unless specific approval is obtained by the instructor(s) and course coordinator. Use of grammar and spell check programs is allowed without specific approval required.

Grading Policy & Grade Calculation
Grades will be determined based on evaluation of individual and team readiness assessment tests (iRATs, tRATs), individual and team cumulative assessment tests (iCATs, tCATs), midterm examinations, final written examinations, skills assessments, graded application assignments, participation in team-based projects, peer evaluations and other assessment methods that may include, but not limited to, Objective Structured Clinical Examinations (OSCEs). Examinations, RATs and CATs may consist of, but not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions.

All examinations, tests, and assignments, including the final examination, 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 (https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-policies.pdf).

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).

Individual or Team Component	100%
Individual Class Activities and Assessments	
Individual Applications	10%
Individual Assignments	10%
Participation	10%
READINESS Modules	10%
Individual Rotation Assessments	
Competency Evaluation	30%
Rotation Assignment (Inpatient Medication Education)	10%
Learning Issues	20%
Total	100%

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 %

Additional grading information:
- No make-up iRATS, tRATs, applications or quizzes will be offered. No late assignments will be accepted.
- Completion of all course assignments, rotation assignments, IPPE rotation hours, and IPE hours are mandatory to successfully complete the course and must be completed by the assigned deadline. Unexcused absence(s) and/or failure to complete these assignments and/or hours by the assigned deadline may result in failure of the course, course grade deductions, delayed in being assigned future rotations, and/or delays in academic progression which may affect expected graduation date. Excused absences may require additional assignments to ensure participation in all required class activities.
- Students must meet deadlines for all FCOP experiential requirements and must not allow any FCOP experiential requirements to expire. Submitting FCOP experiential requirements past the deadline and/or having expired FCOP experiential requirements may result in failure of the course, removal from experiential education, course grade deductions, delay in being assigned future rotations, and/or delays in academic progression which may affect expected graduation date.

Classroom expectations:
- Students are expected to be in attendance for each class period. Each unexcused absence will result in 10-point deduction from the final course grade.
- A deduction of 2 points from the final course grade will be deducted for each tardy (tardy is defined as any time past the start time of class).
- Students who are disruptive to the class learning environment may be asked to leave. This includes, but is not limited to, use of unapproved electronic devices. Each dismissal from class for this purpose will result in an unexcused absence and result in a 10-point deduction in the final course grade.

Rotation expectations:
- Policies outlined in the Experiential Education Manual apply to all rotation-based activities.

WEEK	Date	TOPIC	Instructor	CLO[1]
Orientation		FCOP annual requirements Intervention Documentation Training Reading: Chapter 15 – Toxicology and Emergency Medical Care	Lee	4
Interprofessional Experiences		All students are required to attend, participate in, and complete assignments for Interprofessional Experiences (IPE).	Vega	1,2,3,4
1	1/16/26	iRAT: Chapter 15 – Toxicology and Emergency Medical Care Professional Development/Social and Behavioral Aspects of Practice: • Introduction to Course • IPPE Rotation Preparation • MyCred Portfolio Updates	Lee	2,3,4,6

		• Developing a Curriculum Vitae (CV) READINESS Modules - Hospital Pharmacy & P3 Professionalism Playlists Reading: Chapter 19 – Populations with Unique Considerations for Care		
2	1/23/26	iRAT: Chapter 19 – Populations with Unique Considerations for Care (Drug) Health Information Retrieval and Evaluation: • Review of drug information resources Professional Development/Social and Behavioral Aspects of Practice: • CV Peer Review (of Draft #1) DUE 1/23 at 8:00AM: CV draft #1 due in Canvas DUE 1/23 at 8:00AM: MyCred Portfolio updates	Lee	6
3	1/30/26	Professional Development/Social and Behavioral Aspects of Practice: • CV Peer Review (of Draft #2) DUE 1/30 at 8:00AM: CV draft #2 due in Canvas DUE 1/31 at 8:00AM: CV Peer Review (of Draft #2) DUE 1/30 at 8:00AM: All READINESS Modules (submit certificates in Canvas) DUE 2/5 at 8:00AM: CV draft #3 (due in MyCred; due in Canvas)	Lee	6
4-15	FRIDAYS 1/30/26 - 5/1/26	DUE 3/15 at 8:00AM: CV draft #4 (due in MyCred; due in Canvas) Rotation Students must attend IPPE P3 Fridays beginning on Sept. 15 – Dec. 05 75 IPPE hours must be completed Three learning issues due each Monday at 8:00AM from Sept. 29 – Dec. 01 10 total weeks of learning issues; 3 Learning Issues/week; 30 total Learning Issues Clinical intervention reports Rotation activities checklists DUE 3/6 at 8:00AM: CORE ELMS: Preceptor evaluations of student (midpoint) CORE ELMS: Student self-evaluations (midpoint) DUE 4/20 at 8:00AM Canvas: Last 3 Learning Issues due DUE 4/24 at 8:00AM: CORE ELMS: Rotation assignment (preceptor evaluation of student conducting a patient interview) CORE ELMS: Preceptor evaluations of student (final) CORE ELMS: Student self-evaluations (final) CORE ELMS: Preceptor/Site Evaluation	FCOP Preceptors	1, 2, 3, 5, 9
Final Exams	4/27/26-5/1/26	No Class		