**Advanced Institution Rotation**
**Advanced Pharmacy Practice Experience**
**PHAR 7684.001.002.003**
*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 Patient Care Elective Pharmacy Practice Experience.

**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**

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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 course policies and procedures. These are available at https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-policies.pdf. 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**
1. Ben and Maytee Fisch College of Pharmacy Experiential Programs 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.
   a. Lexi-Comp
   b. Therapeutics textbooks

**Course Format**
The course may include, but are not limited to, the following activities:
- Patient care activities
- Projects
- Journal clubs
- Drug information responses
- Oral presentations
- In-services
- Topic discussions
- Patient interviews
- Documentation of clinical services/interventions
- Drug/Medication Use Evaluation
- Gap analysis
- Formulary review
- Project improvement projects
- Adverse event report

**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, integrate and apply foundational knowledge to patient care. | 1,2 | 2, 3, 6, 7, 9, 10, 12, 13 | N/A | 13 | RUB |
| 2. Use the pharmacist patient care process to provide optimal pharmaceutical care. | 2,5,6 | 1, 2, 3, 6, 9, 10, 12 | N/A | 13 | RUB |
| 3. Utilize information technology and evaluate literature to optimize drug therapy. | 1,2 | 2, 5 | N/A | 7, 13 | RUB |
| 4. Actively participate as a member of the healthcare team. | 4,9,11,13 | 3, 4, 6, 8 11, 13 | 11.1, 11.2, 11.3 | 7, 13 | RUB |
| 5. Demonstrate effective communication skills, both verbal and non-verbal | 7,11 | 3, 4, 6, 8 11 | 11.1 | 7, 13 | RUB |

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| | | | N/A | | 13 | |
|---|---|---|---|---|---|---|
| 6. Exhibit behaviors and values that are consistent with trust given to the profession. | 3,8,12,13,15 | | | 11.1 | | RUB |

## Course Assessment Methods

| | Assessment Method | Description |
|---|---|---|
| 7 | Assignments | *There are required and optional assignments for the rotation. The preceptor may assign any project that corresponds with the learning outcomes of the rotation.* |
| 13 | Internship/Observation (Competency Assessment) | *Students will be evaluated by preceptor at midpoint and final of each rotation. Preceptor will evaluate competencies demonstrated by the student and provide a final evaluation.* |

## Grading Policy & Grade Calculation

- Course grades: Grades will be determined based on the preceptor evaluation of competencies related to knowledge, practice and skills (Table 1) 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 (Table 2).

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

  1. APPE evaluation by preceptor – Final evaluations and grading forms for required assignments

  2. Rotation hours logged by student and verified by preceptor, which include daily checklist and Quantifi intervention reports

  3. 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.

*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:*

Submission of the Quantifi intervention report with hours log in CORE ELMS is required for each shift/day at rotation site. Failure to submit report with each hour log may result in course grade deductions. An Incomplete course grade may be awarded until the reports are completed and submitted at the discretion of the course coordinator.

# Pharmacists' Patient Care Process (PPCP)
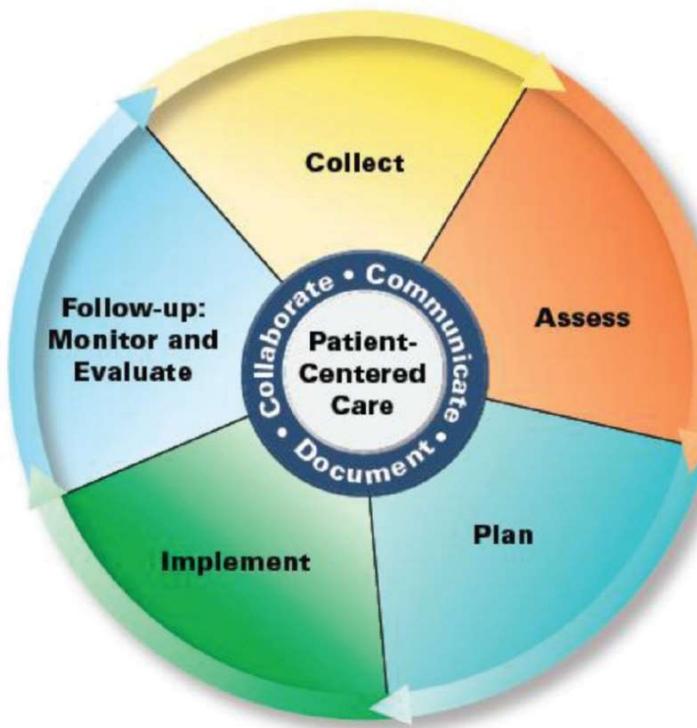


## Collect
The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

## Assess
The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

## Plan
The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

## Implement
The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

## Follow-up: Monitor and Evaluate
The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf
Joint Commission of Pharmacy Practitioners

Revised August 2025

# Interprofessional Education (IPE)

## Interprofessional Collaboration Competency Domain

Community and Population Oriented

Interprofessional Teamwork and Team-based Practice

Interprofessional Communication Practices

Values/Ethics for Interprofessional Practice

Roles and Responsibilities for Collaborative Practice

Patient and Family Centered

The Learning Continuum pre-licensure through practice trajectory

Revised August 2025
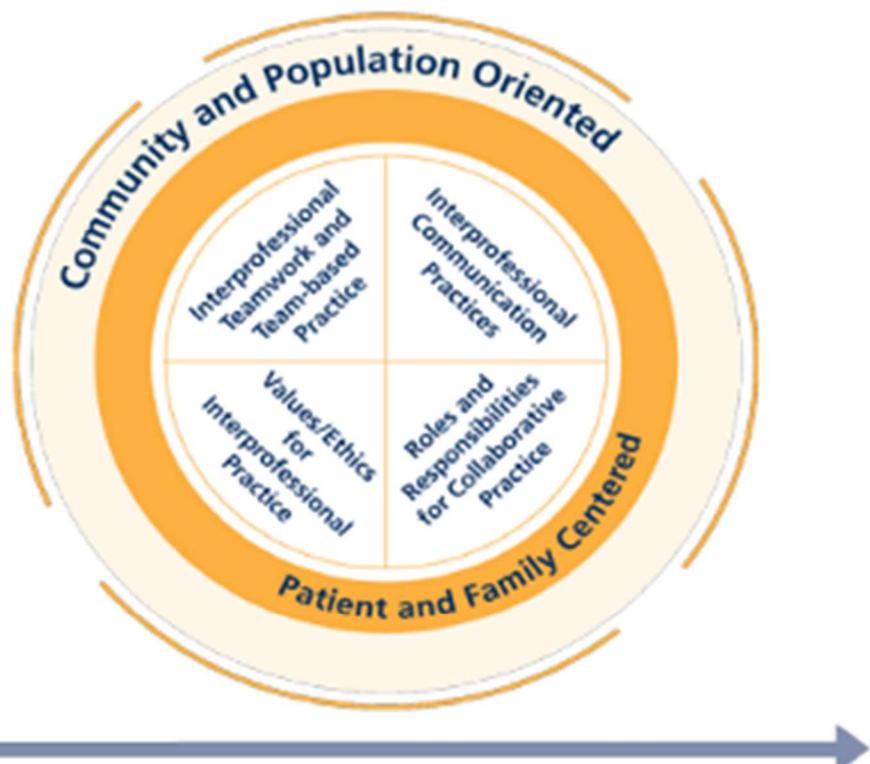
**Table 1: Rotation Grading Components**

| Grading Components | Weight | Comments |
|---|---|---|
| Competency Evaluation | 65% | — 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. |
| Professionalism | 20% | — 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% | - 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% | - An in-service is a required assignment of the rotation. The In-service Grading Form must be used to derive grade. |
| Other assignments | 5% | - Preceptors may choose additional assignments as part of the rotation. Preceptors may choose to award a grade for any optional assignment(s).<br>- If no additional assignments are chosen, the final grade awarded will be based from 95 points (e.g. 95/95 points = 100%). |

**Table 2: 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 |

**Required 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 inservice 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.).

**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 | Activity/Assignment |
|------|---------------------|
| 1 | Orientation (site and rotation schedule)<br>Training (EMR, clinical intervention software)<br>Review of drug distribution activities<br>Observation of pharmacy technician<br>In-service topics reviewed*<br>Drug Information Question assigned*<br>Final Project assigned^ |
| 2 | Drug distribution activities<br>Review of medication reconciliation<br>First medication reconciliation<br>Interprofessional practice activities (including communication)<br>Observation of nurse (medication administration)<br>In-service topic selected<br>Medication Reconciliation^ |
| 3 | Drug distribution activities<br>Review sterile and non-sterile compounding<br>First sterile compounded preparation<br>Review of documentation of interventions<br>Review progress with core knowledge<br>Drug information question graded*<br>Midpoint Evaluation (end of week 3) |
| 4 | Review management topics<br>Drug distribution activities including compounding<br>Provide feedback on in-service draft<br>Medication Reconciliation graded^ |
| 5 | Review management topics<br>Drug distribution activities including compounding<br>Formal in-service*<br>Second graded drug information question *(if needed)* |
| 6 | Review management topics<br>Drug distribution activities including compounding<br>Second formal in-service *(if needed)*<br>Final review of documentation of interventions<br>Review progress with core knowledge<br>Final project graded^<br>Final Rotation Evaluation |

*Note: At the discretion of the preceptor, the formal oral patient presentation may be repeated until the student demonstrates competency*

*\* Required assignments*

*^ Optional assignments at the discretion of the preceptor*

**Course Withdrawal and Census Date**
To withdraw from the course, students should initiate withdrawals with the course coordinator. The course coordinator is not responsible for officially withdrawing you from the class.  If you do not withdraw by the official dates you will automatically receive a letter grade of "F".

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit;
- Receiving 100% refunds for withdrawals. (There is no refund after the Census Date);
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade);
- Being reinstated or re-enrolled in classes after being dropped for non-payment;
- Completing the process for tuition exemptions or waivers through Financial Aid.

| Rotation | APPE starts | Census date | Last withdrawal date | End date |
|---|---|---|---|---|
| Block 1 | May 19 | May 22 | June 19 | June 27 |
| Block 2 | June 30 | July 7 | July 31 | Aug 8 |
| Block 3 | Aug 11 | Aug 14 | Sep 5 | Sep 19 |
| Block 4 | Sep 22 | Sep 25 | Oct  17 | Oct 31 |
| Block 5 | Nov 3 | Nov 6 | Dec 2 | Dec 12 |
| Block 6 | Jan 5 | Jan 8 | Jan 30 | Feb 13 |
| Block 7 | Feb 16 | Feb 19 | March 17 | March 27 |
| Block 8 | March 30 | April 1 | April 27 | May 8 |