

**Patient Care Elective Rotation
Advanced Pharmacy Practice Experience
PHAR 7686.001.002.003.004.005.006
Summer/Fall/Spring 2026-27**

*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

This six-week elective experiential rotation is designed to develop knowledge, skills, and experience in providing pharmaceutical care and clinical pharmacy services to varied population of patients and settings.

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. Direct application of pharmacology, pharmaceuticals, drug information, medication safety, communication skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages) as well as share their knowledge with healthcare team members in a healthcare setting.

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.

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 provide appropriate patient care at the times designated by the preceptor. Students may be required to participate in patient care activities before 8 AM and after 5 PM if deemed necessary by the preceptor.

Course Coordinator:

Young Lee, Pharm.D., FCCP, BCCCP, BCIDP, BCPS
Director of Inpatient Pharmacy Practice Experiences
W.T. Brookshire Hall Room 233
Office: 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	ACCP Didactic Toolkit	NAPLEX (1.A- 5.D)	MPJE (1.1- 4.7)	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	-	1A-1F	-	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	-	3A-3G	-	7,12
3. Utilize information technology and evaluate literature to optimize drug therapy.	1,2	2, 5	Pharmacotherapy	-	1F	-	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
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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
- 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).

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). - TherubricallowsforaNon-Applicable(N/A)ifthestudenthasnot 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.
Professionalism	20%	- Egregiouslackofprofessionalism mayresultinimmediatedismissal and/or failure of the rotation. For examples, please refer to the Honor Code in the FCOP Student Handbook.
Case Presentation	5%	- A case presentation is a required assignment of the rotation. The Case Presentation Grading Form must be used to derive grade.

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.
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). - 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 Student performs above expectations and requires minimal guidance from preceptor	Student performed the competency at an acceptable level Student has met expectations but requires occasional guidance from preceptor	Student has not consistently demonstrated the competency at an acceptable level Student requires frequent guidance from preceptor	Student has rarely demonstrated the competency at an acceptable level 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.

Required Rotation Activities:

Core Knowledge (CLO 1)

Students should be exposed to applicable disease states a minimum of once during the rotation based on the site. This exposure may include, but is not limited to, seeing a patient, performing a literature evaluation, providing a formal/informal presentation, etc. Students should demonstrate competency in pathophysiology and pharmacotherapeutic management of these disease states. Other disease states may be discussed.

1. Overview

- Discuss epidemiology and pathophysiology of the disease state.
- Identify risk factors (i.e., triggers) and symptoms.
- Delineate clinical presentation, differential diagnosis and assessment.

[Checkpoints or reinforcement questions/ References/Supplemental Reading/Resources]

2. Guidelines/Resources

- a. Identify National Guidelines
- b. Summarize the key recommendations for management of patient care.
- c. Evaluate and implement processes and interventions.

[Checkpoints or reinforcement questions/ References/Supplemental Reading/Resources]

Patient Care (CLO 2, 4)

1. Follow an average 5-10 patients per day (dependent on practice site).
2. Use the Pharmacists' Patient Care Process to formulate, recommend and implement therapeutic plans.
3. Use a patient following form (or other organized method as determined by the preceptor) to keep track of patients on a daily and ongoing basis.
4. Provide informal patient presentations to preceptor or other healthcare professionals at least 3 times per week.
5. Participate in interdisciplinary rounds (nursing rounds if physician-led rounds unavailable to students).
6. Make therapeutic recommendations (to preceptor or other healthcare professionals as appropriate)
7. Act as liaison between the pharmacy department and patient-care areas to optimize medication therapy.
8. Participate in therapeutic drug monitoring activities, including:
 - a. Application of pharmacokinetic dosing principles; and
 - b. Recommendation of dosing adjustments for renal and hepatic impairment
9. Obtain and record accurate medication histories (formal or informal based on practice site)
10. Counsel patients and/or caregivers during their stay and upon discharge regarding therapeutic agents and regimens.
11. Document clinical interventions/activities, via a method provided by the preceptor or site (list of interventions, notes in the medical record, etc.)

Literature Evaluation (CLO 3)

1. Access and evaluate appropriate drug information resources, including primary literature, and provide an accurate and credible answers to health care providers or patients.
2. Review literature provided over the core disease states.
3. Perform literature review on drug therapies and disease states as it applies to patient care or other rotation activities.
4. Perform journal club presentations (ex. handout, brief written critique of an article, verbal presentation).
5. Provide drug information responses.

Communication (CLO 5)

1. Effectively communicate, both verbally and nonverbally, with patients and other healthcare providers.
2. Present formal patient presentations
 - a. The case patient will be selected by the preceptor.
 - b. The case patient should have at least 3 disease states, including one of the core disease states.
 - c. The audience will be selected by the preceptor.
 - d. The student should provide either a PowerPoint presentation or formal typed SOAP note (method determined by preceptor)
 - e. The presentation should include:
 - a. Discussion of disease state

- b. Discussion of drug therapy options
- c. Analysis and interpretation of the primary medical literature as it applies to the patient case
- d. Individualized drug therapy plan
- e. Conclusion and critique of therapy
- f. At the discretion of the preceptor, the formal oral patient presentation 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. Engage as a member of healthcare team by collaborating with and demonstrating respect for other areas of expertise.