Adult Medicine/Acute Care Rotation
Advanced Pharmacy Practice Experience
PHAR 7683

Information provided in this syllabus is unique to this course but must be supplemented with the information contained in the Ben and Maytee Fisch College of Pharmacy Experiential Programs Manual

Catalogue Description
Advanced pharmacy practice rotation designed to develop knowledge, skills and experience in providing pharmaceutical care and clinical pharmacy services to inpatient adult medicine/acute care patients.

Course Description
This course is an advanced pharmacy practice experience where students, under the direct supervision of a Registered Pharmacist Preceptor, will build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences. Direct application of pharmacology, pharmaceutics, 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 health care team members in an inpatient/acute care setting with a variety of disease states.

Course Credit
6 hours

Pre-Requisites
Students must have successfully completed Introductory Pharmacy Practice Experiences and required didactic courses prior to beginning their Advanced Pharmacy Practice Experiences.

Rotation 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
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Non-Faculty Preceptors
Adjoint Faculty of Ben and Maytee Fisch College of Pharmacy

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. These materials are available either online* (http://library.uttyler.edu/) or on reserve and may include:
   - Micromedex
   - UpToDate
   - Lexi-Comp
   - Therapeutics textbooks

Course Format
The course may include, but are not limited to, the following activities:
- Patient care activities
- Independent research/study
- Literature evaluation/journal clubs
- Writing
- Oral presentations
- Teaching/inservices
- Topic discussions
- Documentation of clinical services/interventions
- Written Exams

Course Learning Outcomes (CLOs)

<table>
<thead>
<tr>
<th>CLOs</th>
<th>Related PLO(s)</th>
<th>Assessment Methods</th>
<th>Grading Method</th>
<th>JCPP Skill(s) Assessed</th>
<th>AACP Std. 11 &amp; 12</th>
<th>Appendix 2 Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop, integrate and apply foundational knowledge to patient care.</td>
<td>1, 2</td>
<td>1</td>
<td>RUB</td>
<td>1-5</td>
<td>NA</td>
<td>1</td>
</tr>
<tr>
<td>2. Use the pharmacist patient care process to provide optimal pharmaceutical care.</td>
<td>2, 5, 6</td>
<td>8, 13</td>
<td>RUB</td>
<td>1-5</td>
<td>NA</td>
<td>1</td>
</tr>
<tr>
<td>3. Utilize information technology and evaluate literature to optimize drug therapy.</td>
<td>1, 2</td>
<td>7</td>
<td>RUB</td>
<td>NA</td>
<td>NA</td>
<td>1,3</td>
</tr>
</tbody>
</table>
4. Actively participate as a member of the healthcare team.  
   | 4, 9, 11, 13 | 7, 13 | RUB | NA | 11.1, 11.2, 11.3 | 2 |

5. Demonstrate effective communication skills, both verbal and non-verbal.  
   | 7, 11 | 7, 8, 13 | RUB | NA | 11.1 | 4 |

6. Exhibit behaviors and values that are consistent with trust given to the profession.  
   | 3, 8, 12, 13, 15 | 13 | RUB | NA | 11.1 | 4 |

### Course Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Final Exam Multiple Choice or Multiple Selection Question(s)</td>
<td>Standard MCQ and Select All that apply questions.</td>
</tr>
<tr>
<td>Individual Project</td>
<td>Inservice, drug information response, journal club</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Students will give a presentation to their preceptor on a disease state topic selected by preceptor and/or student</td>
</tr>
<tr>
<td>Internship/Observation (Competency Assessment)</td>
<td>Students will be evaluated by preceptor at midpoint and final of each rotation. Preceptor will check off skills demonstrated by the student and provide a final evaluation</td>
</tr>
</tbody>
</table>

### Grading Policy & Grade Calculation

- **Course grades**: Grades will be determined based on evaluation of a number of knowledge, practice and skills components (Table 1) by your preceptor.
- **Students will receive a letter grade, similar to previous courses in the curriculum.**
- **Grades and Documents**: Students cannot be awarded a rotation grade until the following documents are submitted in RxPreceptor™:
  1. APPE Evaluation by Preceptor - Midterm and Final
  2. Rotation hours logged by student and verified by preceptor
  3. Evaluation of Preceptor, Evaluation of Site, and Student Self-Evaluations
- **Students are responsible for accomplishing the rotation requirements and submitting required evidence that must be submitted in the course site.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100 %</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.999 %</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.999 %</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69.999 % - repeat APPE</td>
</tr>
<tr>
<td>Grading Components</td>
<td>Weight</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------</td>
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</table>
| Competency Assessment (see below) –               | 65 %   | – The competency assessment will be performed by the preceptor at mid-rotation and at the end of the rotation in RxPreceptor. The final evaluation will be credited toward your grade (i.e. midpoint = formative; final = summative).  
  – The program allows for a Non-Applicable (N/A) if the student has not been exposed to a specific competency during the rotation.  
  – Includes the Pharmacist’s Patient Care Process, daily patient care responsibilities, informal patient discussions, medication histories/documentation, discharge counseling, medication education to patients, drug information questions/requests and formal inservices, drug information responses. |
| Drug Information Response                        | Pass/Fail | –                                                                                                                                 |
| Clinical Intervention Report                     | Pass/Fail | –                                                                                                                                 |
| Formal Inservice                                 | Pass/Fail | –                                                                                                                                 |
| Formal Oral Patient Presentation                 | 10 %    | –                                                                                                                                 |
| Drug Information Response/ or Journal Club       | 5 %     | –                                                                                                                                 |
| Reflection Essay                                 | 5 %     | –                                                                                                                                 |
| Final Written Exam                                | Pass/Fail | – All students may be required to take a final written exam covering the core disease states. The final written exam is 90-minute exam composed of multiple-choice questions covering each of the core disease states. The written exam will be administered during the final week of rotation at the college of pharmacy. |
| Professionalism                                  | 15 %    | – Egregious lack of professionalism may result in immediate dismissal and/or failure of the rotation.                                    |
### Table 2: Competency Assessment Rubric

<table>
<thead>
<tr>
<th>Assessment Scale</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5=Significantly exceeds skill level expectations. Student could be entrusted to complete skills independently without supervision as a licensed pharmacist.</td>
<td>N/A</td>
</tr>
<tr>
<td>4= Exceeds skill level expectations. Student could be entrusted to complete skills with minimal supervision as a licensed pharmacist.</td>
<td>N/A</td>
</tr>
<tr>
<td>3= Meets skill level expectations. Student can be entrusted to complete skills with limited correction from supervisor.</td>
<td>N/A</td>
</tr>
<tr>
<td>2= Improvement in skill level needed. Below Expectations. Students can be entrusted to complete skills with major correction from supervisor.</td>
<td>N/A</td>
</tr>
<tr>
<td>1= Improvement in skill level mandatory, below performance expectation. Students cannot be entrusted to complete skills independently from supervisor.</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A Not Applicable</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Foundational Domain

1. **Disease State Knowledge:** Explains the pathophysiology and clinical presentation of disease state(s).

2. **Clinical Pharmacology:** Explains the mechanism of action, pharmacokinetics, adverse effects, drug interactions, and clinical use of drugs.

3. **Critical Thinking and Clinical Decision-Making:** Examines issues rationally and logically. Evaluates and synthesizes information and knowledge to resolve and prevent problems and make sound decisions that impact patient care and therapeutic outcomes.

### Patient Care Provider Domain

4. **Collect:** Collects all pertinent information to identify a patient’s medication-related problems and health-related needs from patient/family/caregiver interviews, patient medical records, medication profiles, patient labs, physical assessment findings, diagnostic tests, and/or other health care providers.

5. **Assess:** Assess information to determine the effects and appropriateness of medication therapy, identify medication-related problems, and prioritize health related needs.

6. **Plan:** Uses patient information to establish patient-centered goals and create a care plan (includes monitoring parameters, adverse effects, and follow-up) for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.

7. **Implement:** Implement a care plan in collaboration with the patient, caregiver(s) and other health professionals.

8. **Follow-up and Monitoring:** Collect monitoring data at the appropriate time interval and evaluates those parameters to determine the therapeutics and adverse effects related to the treatment plan. Recommends modifications in response.

### Practice Management Domain

9. **Fulfills a Medication Order:** Accurately enters patient information to electronic medical systems, interprets and transcribes verbal and written prescription orders and assures the appropriateness of the prescription order. Safely prepares and dispenses medications while applying professional standards and legal guidelines. Administers medications when appropriate and upon adequate training. Determines pricing and payment and assists a patient in acquiring medications.

10. **Acquisition:** Uses and evaluates drug acquisition, inventory control and time-sensitive medication distribution systems and related technology, while documenting and maintaining quality.

11. **Management:** Describes principles of personnel, financial and marketing management to medication distribution and control systems in pharmacy practice.

12. **Medication Use:** Performs activities that improve the safety and quality of the medication use process by preventing, reporting, and managing medication errors and adverse events. Adheres to safety design principles in the health care system.
### Information Master Domain

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>13.</td>
<td><strong>Evidence-Based Information (drug information and literature evaluation)</strong>: Retrieves, analyzes, and synthesizes scientific literature or information from correct sources to make patient-specific recommendation or answer a drug information question.</td>
</tr>
<tr>
<td>14.</td>
<td>Education: Educates patients, caregiver(s) and professional colleagues at the appropriate level of understanding and using appropriate materials.</td>
</tr>
</tbody>
</table>

### Self-Developer Domain

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td><strong>Self-Directed Learning</strong>: Assesses own knowledge, sets appropriate learning goals and takes appropriate action to accomplish these goals.</td>
</tr>
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</table>

### Population Health Promoter Domain

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td><strong>Health Promotion</strong>: Identifies patients at risk for prevalent diseases, counsels individuals and/or groups on healthy lifestyles and measures for disease prevention, wellness and health promotion.</td>
</tr>
<tr>
<td>17.</td>
<td><strong>Public Health</strong>: Promotes public health and preventative measures, minimizes health care disparities and supports processes to identify and resolve solve public health problems and develop health policy.</td>
</tr>
<tr>
<td>18.</td>
<td><strong>Social and Cultural Awareness and Responsibility</strong>: Takes responsibility for adapting and providing quality patient care to culturally, economically, and socially diverse populations.</td>
</tr>
</tbody>
</table>

### Communication Domain

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>19.</td>
<td><strong>Oral Communication</strong>: Listens, assesses health literacy, and uses effective oral communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.</td>
</tr>
<tr>
<td>20.</td>
<td><strong>Written Communication</strong>: Interprets, assesses health literacy, and uses effective written communication skills to clearly communicate relevant, concise, comprehensive and timely information about safe and appropriate medication use to patients, health care professionals, and members of the community using appropriate terminology and vocabulary for the intended audience.</td>
</tr>
<tr>
<td>21.</td>
<td><strong>Collaborates as a Member of an Interprofessional Team</strong>: Interacts actively and effectively with other health professionals. Respects other health professionals’ contribution to patient care.</td>
</tr>
</tbody>
</table>

### Professionalism Domain (Students must earn a 3, 4 or 5 on all items in Professionalism Goal #1 to pass the rotation. Rotation failure will result if a student earns a 1 or 2 on any professionalism item) SECTION WEIGHT: 15%

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td><strong>Professional Behavior</strong>: Demonstrates the ethical and professional behaviors of a pharmacist appropriate to the practice site. Student is self-motivated, receptive to feedback and incorporates feedback in to constructive change.</td>
</tr>
<tr>
<td>23.</td>
<td><strong>Timeliness and Dependability</strong>: Arrives at practice site and meetings on time and meets deadline(s) for completion of tasks and responsibilities.</td>
</tr>
<tr>
<td>24.</td>
<td><strong>Dress and Appearance</strong>: Maintains grooming habits and dress code (written or unwritten) acceptable to practice setting.</td>
</tr>
</tbody>
</table>

### Other Assessments: Each assessment item below represents 5% of total evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td><strong>Presentation(s)</strong>: Presentation evaluation form(s) are provided in Rx Preceptor. Enter the assessment value here. If no presentation given, use N/A.</td>
</tr>
<tr>
<td>26.</td>
<td><strong>Drug Information</strong>: Drug information evaluation form is provided in Rx Preceptor. Enter the assessment value here. If not completed, use N/A</td>
</tr>
<tr>
<td>27.</td>
<td><strong>Journal Club(s)</strong>: Journal club evaluation form is provided on Rx Preceptor. Enter the assessment value here. If not completed, use N/A</td>
</tr>
<tr>
<td>28.</td>
<td><strong>Other</strong>: this may be used for a project or other assessment to be added to the evaluation (ex. quizzes, projects, etc.)</td>
</tr>
</tbody>
</table>

### Average Score: ______________ Grade: ______________

**PLEASE NOTE THAT THE STUDENT MUST ATTAIN A GRADE OF C OR GREATER IN BOTH THE STUDENT PROFESSIONALISM ASSESSMENT AND THE COMPETENCY EVALUATION TO SUCCESSFULLY PASS THE ROTATION.**
Required Activities/Assignments

In order to achieve the stated course learning outcomes, students completing the Adult Medicine/Acute Advanced Pharmacy Practice Experience should complete the following activities/assignments.

Core Knowledge (CLO 1)

1. Students should be exposed to all core disease states a minimum of once during the rotation (see list below). 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 diseases states. Other disease states may be discussed, but core disease states will be required at minimum.
   a. Chronic Obstructive Pulmonary Disease/Asthma – acute management
   b. Community Acquired and Healthcare Associated Pneumonia
   c. Heart Failure/Acute decompensated heart failure
   d. Acute Coronary Syndromes
   e. Hypertension, including Hypertensive Crisis and Urgency
   f. Stroke/Transient Ischemic Attacks
   g. Acute Kidney Injury
   h. Fluid and Electrolyte Disorders
   i. Acid/Base Disorders
   j. Cirrhosis and associated complications
   k. HIV/AIDS/Opportunistic Infections
   l. Skin and Soft Tissue Infections (cellulitis, diabetic foot infection)
   m. Osteomyelitis
   n. Stress Ulcer Prophylaxis
   o. Pain management in the acute care setting
   p. Urinary Tract Infection
   q. Diabetes Management in the inpatient setting (DKA, HONK, insulin, orals)
   r. Venous Thromboembolism (prophylaxis and acute management)

2. Topic discussions as deemed necessary by the preceptor

3. All students will be required to take a final written exam covering the core disease states. The final written exam is 90-minute exam composed of multiple-choice questions covering each of the core disease states. The written exam will be administered during the final week of rotation at the college of pharmacy.

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 a 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.)
   a. These intervention/note reports must be received by preceptor in order for the student to receive a passing grade for rotation.
12. Optional activities: these activities will enhance learning if they are available at the experience
   a. Evaluate patient profiles for compliance with Core Measures and make appropriate recommendations to adhere to current guidelines for the following:
      1. Acute Myocardial Infarction
      2. Heart Failure
      3. Pneumonia
      4. Surgical Care Improvement/Surgical Infection Prevention
   b. Participate in Nutrition Support services

**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 at least one journal club presentation in a method suitable to the practice site (ex. handout, brief written critique of an article, verbal presentation).
5. Provide at least one formal drug information response.

**Communication (CLO 5)**
1. Effectively communicate, both verbally and nonverbally, with patients and other healthcare providers.
2. Provide one formal patient presentation
   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:
      1. Discussion of disease state
      2. Discussion of drug therapy options
      3. Analysis and interpretation of the primary medical literature as it applies to the patient case
      4. Individualized drug therapy plan
      5. 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.
3. Perform a minimum of one formal inservice to nurses, physicians, pharmacists, and/or other health care professionals.
Professionalism (CLO 4, 6)
4. Demonstrate professionalism in all practice settings.

Interprofessional Education (CLO X)
5. Attend at least one interprofessional meeting and/ or participate in a multi discipline rounding team. Provide a written summary of what was discussed

Suggested Schedule of Required Learning Activities/Assignments
This is a suggested schedule for required learning and graded activities and graded activities. Sites and preceptors may rearrange this schedule to meet their needs

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation (site and rotation schedule)</td>
</tr>
</tbody>
</table>
| 2    | Review progress with core disease state knowledge  
      Drug Information Response |
| 3    | First verbal patient presentation*  
      Check documentation of clinical interventions |
| 4    | Midpoint Rotation Evaluation (beginning of week 4)  
      Journal Club  
      Review progress with core disease state knowledge |
| 5    | Formal inservice  
      Second verbal patient presentation (if needed) |
| 6    | Final review of documentation of clinical interventions  
      Final written exam (given at college of pharmacy)  
      Review progress with core disease state knowledge  
      Final Rotation Evaluation |

* At the discretion of the preceptor, the formal oral patient presentation may be repeated until the student demonstrates competency
College of Pharmacy Policies

Examination Policies
The term exam in this document refers to any assessment (e.g. RAT, CAT, midterm examination, final exam, OSCE, skills test/assessment) used for formative or summative student learning outcome evaluations.

Most exams will be taken using ExamSoft. It is the students’ responsibility to have a device that is compatible and works with ExamSoft under exam conditions. Each student will use a privacy screen on the device used to take the exam.

- Students will be allowed entry to the classroom after an exam has started ONLY at faculty or proctors’ discretion.
- Exams using ExamSoft will be available for downloading 24 hours in advance of the exam. All students must have the exam downloaded and be prepared to start the exam at the scheduled exam time. Students will NOT receive additional time if the exam was not downloaded in advance and the student has technical difficulties as a result. The password to access the exam will be given at the time the exam is scheduled to begin.
- Some exams are administered on multiple days (i.e., laboratory assessments or assignments) or throughout the day (i.e., OSCEs). In such instances, students already completing the exams shall not share the questions or activities with students yet scheduled to take the exams. Sharing of any part of the exams with those who have not yet taken the exam is considered academic dishonesty and the person(s) receiving the information will receive a score of zero (0), as well as the person(s) sharing the information about the exams.
- All personal items, such as Google glasses, purses, books, backpacks, cellphones, pagers, notebooks, and briefcases will be left in the front or back of the room during testing.
- Silence will be enforced during exam time. No one may be enter or leave the room during the exam without the permission of the exam proctor(s) to avoid distracting other students during the exam.
- Students will not share calculators during exams. Calculators will be provided by the college during the exam period if required.
- Course exams will not be returned. A review of the exam will be conducted at the discretion of the faculty. Exam reviews may be scheduled with faculty during office hours and within TWO (2) business days from the return of the exam grades.
- Official notification of exam scores will be posted on Canvas after faculty analysis and review. Every effort will be made to post the scores in a timely manner.
- Any student achieving an exam grade <70% MUST schedule an appointment with the course coordinator within two business days from the official notification of the exam grades.
- If an absence for an exam is necessary, the student is responsible for notifying the course coordinator PRIOR to the exam with an acceptable reason. Failure to meet this requirement may result in denial of opportunity to make up the exam at a later date. Make-up exams may be given at the time designated by the course coordinator.
- Exams missed for medical/emergency will require official documentation and the documentation must be given to the coordinator no later than five (5) business days after the exam.
- Make-up exams may only be given at the discretion of the course coordinator or relevant faculty and may be in a different format from the original exam.
- Any student suspected of cheating may be immediately removed from the testing area. Strict enforcement of the college Honor Code is maintained.
Appeals Policy
All grading related appeals for a particular project or assignment must be submitted IN WRITING to the responsible instructor and course coordinator within TWO (2) business days of the publication of that grade on Canvas. All appeals must be defended with relevant evidence from appropriate current textbooks and primary literature, and must be properly referenced.

A student can file an appeal if there is a disagreement with a final course grade. The appeal must be submitted within TWO (2) business days of online posting of final course grades. The student must initiate a formal grade appeal process by completing the Course Grade Appeal form available on the College web page and by submitting this form to the course coordinator.

Classroom Behavior Expectations
Overall, students are expected to exhibit professional behaviors as described in the Student Handbook.

UT Tyler Policies and Further Information

Student Rights and Responsibility
All students are responsible for reviewing the syllabus and abiding by all that is within it. Students are encouraged to seek clarification within the first week of the course. The student is responsible to know and understand the policies that affect her or his rights and responsibilities as a student at UT Tyler. Please follow this link: http://www2.uttler.edu/wellness/rightsresponsibilities.php.

Course Website
Course faculty and coordinators will use Canvas course management tools (uttler.edu/canvas) to facilitate communication and to provide access to materials, assessment scores, and other resources. Materials will be posted to the website before formal student engagement and readiness assessment tests.

Instructor Communication and Response
Course faculty strive to have open communication with students both in and outside of the classroom. Students are encouraged to contact faculty to discuss questions or other issues related to the course. Responses to phone or email messages will be transmitted during regular working hours. If you do not have a response within a reasonable time, please check to assure you have used the correct email address or phone number and follow up if with course faculty if needed. Faculty will respond to student questions received during evenings and weekends once they are back in the office during regular business hours. Communications from faculty and course coordinators to students, regarding the course, will be made via the Canvas website and/or UT Tyler email.

Attendance and Make-up Policy
Experiential education and other off-site activities have a mandatory attendance requirement of 40 hours weekly during each six-week rotation. For Advanced Pharmacy Practice Experiences, a standard attendance policy is established that meets the requirements of the curriculum and the internship hours needed for licensure by the Texas State Board of Pharmacy. If a holiday occurs when the practice site is closed, the student is expected to coordinate a time with the preceptor to make up the day. If the site is open on the holiday, the student is expected to be onsite unless notified otherwise by the preceptor. All absences are required to be made up, except those due to attendance at a state or national professional pharmacy meeting.
Late Arrival: A student who is late for 3 or more rotation days will earn an unexcused absence, and must make up a rotation day. Continued tardiness will result in failing the course. See Unexcused Absence Policy

Known Excused Absence: A student may request an excused absence from pharmacy practice experiences for known qualifying professional meetings, school sponsored event or interview. Known excused absence requests are initiated in writing to the office of experiential education. Generally, known excused absences are for one or two academic days. Known excused absences may not exceed four days. Students will be required to present appropriate documentation to support a request for a known excused absence. The decision to grant a known excused absence is at the discretion of the course coordinator and is final.

Unexpected Excused Absence: In the event of an unexpected circumstance or illness, students are responsible for IMMEDIATELY notifying BOTH the preceptor (by phone and email) and the Office of Experiential Education. Students will be required to present appropriate documentation to support a request for an unexpected excused absence. The missed time from an excused absence must be made up at a time acceptable to the Preceptor. After three (3) excused absences, the student must make an appointment with the Experiential Director and/or Assistant Dean for Experiential Programs. All absences must be made up. The decision to grant an unexpected excused absence is at the discretion of the course coordinator and is final.

Unexcused Absence: This is an absence from the assigned site (whether it is not coming in to the practice site or leaving early without permission) without advanced notification to the Preceptor and Experiential Director, or advanced approval by the Preceptor and Experiential Director or without acceptable reason. The student must make an appointment with the Experiential Director and/or Assistant Dean for Experiential Programs to determine need for corrective action.

• Students will lose 1 letter grade for each unexcused absence from the final grade
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.

<table>
<thead>
<tr>
<th></th>
<th>APPE starts</th>
<th>Census date</th>
<th>Last withdrawal date</th>
<th>End date</th>
</tr>
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<tbody>
<tr>
<td>Summer I</td>
<td>May 21</td>
<td>May 24</td>
<td>June 18</td>
<td>June 29</td>
</tr>
<tr>
<td>Summer II</td>
<td>July 2</td>
<td>July 6</td>
<td>July 30</td>
<td>Aug 10</td>
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<tr>
<td>Fall I</td>
<td>Aug 13</td>
<td>Aug 16</td>
<td>Sep (7)</td>
<td>Sep 21</td>
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<tr>
<td>Fall II</td>
<td>Sep 24</td>
<td>Sep 27</td>
<td>Oct 19</td>
<td>Nov 2</td>
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<tr>
<td>Fall III</td>
<td>Nov 5</td>
<td>Nov 8</td>
<td>Nov 30</td>
<td>Dec 14</td>
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<td>Spring I, 2019</td>
<td>Jan 7</td>
<td>Jan 10</td>
<td>Feb 1</td>
<td>Feb 15</td>
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<tr>
<td>Spring II</td>
<td>Feb 18</td>
<td>Feb 21</td>
<td>March 18</td>
<td>March 29</td>
</tr>
<tr>
<td>Spring III</td>
<td>April 1</td>
<td>April 4</td>
<td>April 26</td>
<td>May 10</td>
</tr>
</tbody>
</table>

Handling of Student Accommodations
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Students must notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation so that the course coordinator has adequate time to coordinate with the Student Accessibility and Resources (SAR). A letter from the SAR office must accompany this request. Authority for disability accommodation can be found in the Handbook of Operating Procedures, Section 5.14.1 and can be found at: http://uttler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-500-Student-Affairs/S-14-1-Disability-Accommodation.

Notice of Permission / Non-Permission
All course materials (including but not limited to; audio, visual, print and electronic) are copyrighted. External distribution outside of Canvas or for purposes other than classroom use is prohibited without first gaining

Holidays and Religious Observations
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. Authority for approved absence policy can be found in the Handbook of Operating Procedures, Section 5.10.1 and can be found at: http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-500-Student-Affairs/5-10-1-Approved-Student-Absences.

Professionalism Expectations / Handling of Academic Misconduct
Academic Misconduct and Consequences

- The University policies regarding academic misconduct will be strictly enforced. Student suspected of cheating during a quiz or examination will receive zero points for the assessment and will be reported to the College’s Office of Academic Affairs and/or the University of Texas at Tyler Office of Judicial Affairs for further sanctions. (See Examination and/or Major Assignment Policies and Procedures). Upon confirmation of academic misconduct in these circumstances of serious disregard for academic integrity, course faculty may recommend sanctions including that the student be awarded a failing grade in the course.

- Course faculty will adhere to a no tolerance policy for cheating and expect students to abide by university, college and program policies. The Honor Code will apply at all times. Students also are expected to help enforce this code.

- Students are expected to work independently on all individual assignments, quizzes and exams. Group projects will be clearly identified. The use of any resources other than the student’s own recollection and reasoning ability on an individual assignment, paper, quiz, or exam is cheating. Inappropriate use of electronic or wireless technology (e.g., cellular telephone, pagers, PDA’s, laptops) during quizzes or examinations is considered academic misconduct. Students must be honest when reporting on work completed within the course. Putting a student’s name on a report that he/she did not actually contribute to in a meaningful way is dishonest and is considered cheating. Both the student whose name is placed on the report or assignment and the student(s) doing so will be sanctioned.

- Plagiarism, another form of cheating that occurs when another person’s work is used or copied without proper acknowledgement, is not condoned and will not be allowed.

- Students may be asked to move during an examination if proctors believe a student is knowingly committing or unknowingly contributing to academic misconduct.

Students are encouraged to obtain a copy of A Student Guide to Conduct and Discipline at UT Tyler, available in the Office of Student Affairs.

Authority for handling of academic misconduct can be found in the Handbook of Operating Procedures, Sections 5.5.1 and 5.5.2 and can be found at:

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

FERPA Statement for Courses That Utilize Plagiarism Detection Software
The University of Texas at Tyler has an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. Faculty reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to SafeAssign, or 3) ask students to submit their assignments to SafeAssign through the LMS course management program of UT Tyler. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information about the University’s policies regarding plagiarism, go to Subchapter 8-800-Student Standards of Conduct in the Manual of Policies and Procedures for Student Affairs. It can be found at: http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf.

Please remove your name from the body of your paper and replace it with your UT Tyler ID#. Also remove your name from the file name and replace it with your UT Tyler ID# (e.g., “U12345678 Essay 1.docx”) before submitting it to SafeAssign. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to SafeAssign.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Emergency Exit and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Emergency Preparedness for Academic Continuity
In the event of an emergency, it may be necessary for UT Tyler to suspend normal operations. During this time, UT Tyler may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main UT Tyler, College, and department websites and emails for important general information.

Syllabus Content Change Disclaimer
The course coordinator retains the right to make adjustments to the course content, schedule or grading policy as deemed necessary to enhance student learning.

Instructional Technology Assistance
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.utttyler.edu or call 903.565.5555.

When you email IT Support, be sure to include a complete description of your question or problem including:
- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

**Netiquette Guide**
"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. ([http://www.learnthenet.com/learn-about/netiquette/index.php](http://www.learnthenet.com/learn-about/netiquette/index.php))

**Course and Instructor Evaluations**
Evaluations are a professional responsibility. Constructive evaluation is a valuable tool utilized by the faculty as a method for quality control of the curriculum. Student evaluations are viewed by the faculty and administration as one method for maintaining high, consistent levels of quality education in the College. As a professional pharmacy student, evaluation requires maturity and objectivity. This evaluation tool is the student’s opportunity to participate in the on-going evaluation process. The evaluations will be online and links to the tool will be provided on Canvas toward the end of the term. Evaluations are collated and presented in a composite format after final grades are submitted to the Registrar’s Office.

**Dress Code**
Please refer to the Student Handbook

**Handgun Policy**
We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at [http://www.utttyler.edu/about/campus-carry/index.php](http://www.utttyler.edu/about/campus-carry/index.php).

**Tobacco-Free University**
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.utttyler.edu/tobacco-free](http://www.utttyler.edu/tobacco-free).