Clinical Patient Care Elective
Advanced Pharmacy Practice Experience
PHAR 7686
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, 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 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.

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

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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 as a PDF at https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-policies.pdf. For experiential courses (i.e., IPPE and/or APPE), the Experiential Education Manual (https://www.uttyler.edu/pharmacy/academic-affairs/files/experiential-education-manual.pdf) contains additional

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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.

Course Format
The course may include, but are not limited to, the following activities:
1. Patient care activities
2. Independent research/study
3. Literature evaluation/journal clubs
4. Writing
5. Oral presentations
6. Teaching
7. Inservices
8. Topic discussions
9. Documentation of clinical services/interventions

Course Learning Outcomes (CLOs)

CLOs	PLO(s) Assessed for this CLO (1-15)	EPAs (1.1-6.1)	Assessment Methods	Grading Method	PPCP Skill(s) Assessed (1-5)	ACPE Std. 11 & 12 (1-4)
1. Develop, integrate and apply foundational knowledge to patient care.	1,2	1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2	1	RUB	1-5	NA
2. Use the pharmacist patient care process to provide optimal pharmaceutical care.	2,5,6	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4	8,13	RUB	1-5	NA
3. Utilize information technology and evaluate literature to optimize drug therapy.	1,2	1.2, 4.2	7	RUB	NA	NA
4. Actively participate as a member of the healthcare team.	4,9,11,13	1.4, 2.1, 4.1, 5.1	7,13	RUB	NA	11.1, 11.2, 11.3
5. Demonstrate effective communication skills, both verbal and non-verbal	7,11	1.4, 2.1, 4.1	7,8,13	RUB	NA	11.1
6. Exhibit behaviors and values that are consistent with trust given to the profession.	3,8,12,13,15	6.1	13	RUB	NA	11.1

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 and Professionalism Evaluations)	*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.

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Pharmacists' Patient Care Process (PPCP)
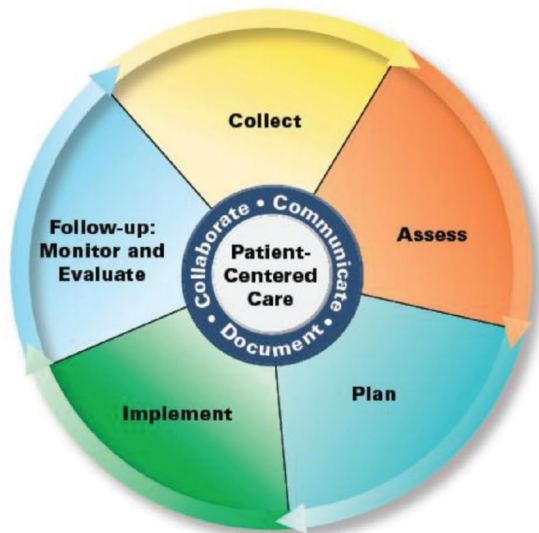
Collect
The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

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.

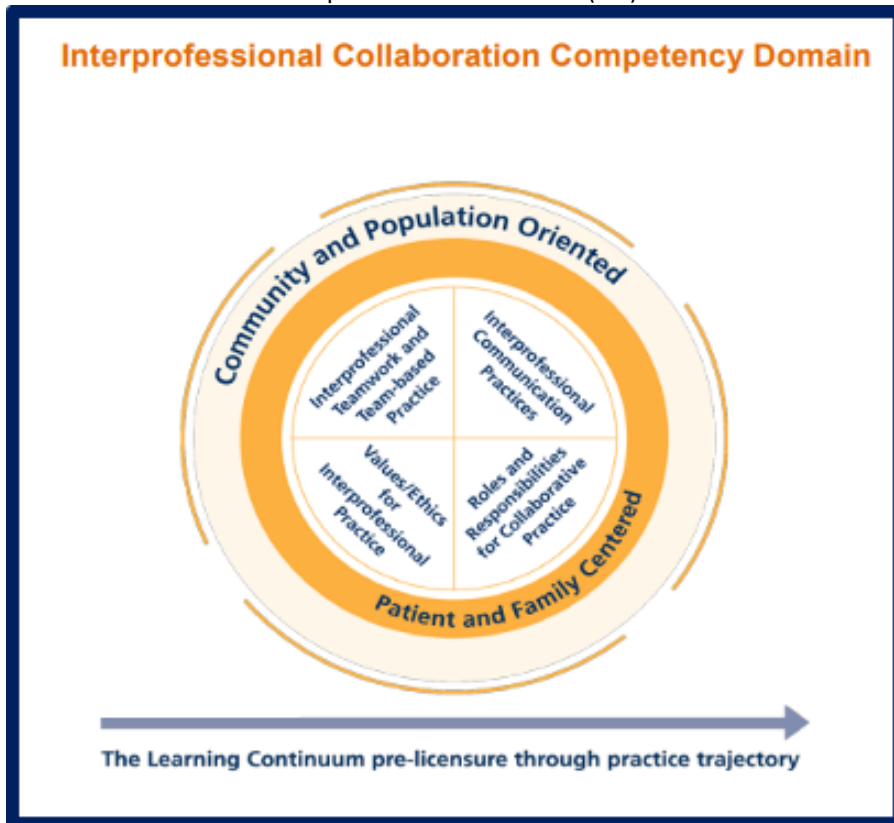**Follow-up: Monitor and Evaluate**
The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

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

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Interprofessional Education (IPE)

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Table 1: Rotation Grading Components

Grading Components	Weight	Comments
Competency Evaluation	~~70~~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). - The rubric allows for a Non-Applicable (N/A) if the student has not 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.
~~Case Presentation~~	~~5%~~	~~A case presentation is a required assignment of the rotation. The Case Presentation Grading Form must be used to derive grade. (Appendix 1)~~
Professionalism	~~15~~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.
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~~Clinical Intervention Report~~	5%	A drug information question is a required assignment of the rotation. The Drug Information Inquiry Grading Form must be used to derive grade. ~~Document clinical interventions via a method provided by the preceptor or site (list of interventions)~~
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). ~~(Appendix 2-5)~~ - 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 performed the competency at an acceptable level	Student has not consistently demonstrated the competency at an acceptable level	Student has rarely demonstrated the competency at an acceptable level
Student performs above expectations and requires minimal guidance from preceptor	Student has met expectations but requires occasional guidance from preceptor	Student requires frequent guidance from preceptor	Student requires continual guidance from preceptor and often does not complete tasks

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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
> a. Discuss epidemiology and pathophysiology of the disease state.
> b. Identify risk factors (i.e., triggers) and symptoms.
> c. 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 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.~~

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.

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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:
      ~~f.~~a. Discussion of disease state
      ~~g.~~b. Discussion of drug therapy options
      ~~h.~~c. Analysis and interpretation of the primary medical literature as it applies to the patient case
      ~~i.~~d. Individualized drug therapy plan
      ~~j.~~e. Conclusion and critique of therapy
   ~~k.~~f. At the discretion of the preceptor, the formal oral patient presentation may be repeated until the student demonstrates competency.
~~3. Perform formal in-service to nurses, physicians, pharmacists, and/or other health care professionals.~~

Professionalism (CLO 6)
1. Demonstrate professionalism in all practice settings.

Interprofessional Education and Practice (CLO 4)
1. Engage as a member of health care team by collaborating with and demonstrating respect for other areas of expertise.

~~Professionalism (CLO 4, 6)~~
~~1. Demonstrate professionalism in all practice settings.~~

~~Interprofessional Education and Practice~~
~~1. Attend interprofessional meetings and/ or participate in a multi discipline rounding team.~~

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 25~~	~~May 28~~	~~June 22~~	~~July 3~~
~~Block 2~~	~~July 6~~	~~July 9~~	~~July 31~~	~~Aug 14~~
~~Block 3~~	~~Aug 17~~	~~Aug 20~~	~~Sep 14~~	~~Sep 25~~
~~Block 4~~	~~Sep 28~~	~~Oct 1~~	~~Oct 26~~	~~Nov 6~~
~~Block 5~~	~~Nov 9~~	~~Nov 12~~	~~Dec 7~~	~~Dec 18~~
~~Block 6~~	~~Jan 4~~	~~Jan 7~~	~~Feb 1~~	~~Feb 12~~
~~Block 7~~	~~Feb 15~~	~~Feb 18~~	~~March 15~~	~~March 26~~
~~Block 8~~	~~March 29~~	~~April 1~~	~~April 26~~	~~May 7~~
Rotation	APPE starts	Census date	Last withdrawal date	End date
Block 1	May 22	May 25	June 19	June 30
Block 2	July 3	July 7	July 31	Aug 11
Block 3	Aug 14	Aug 17	Sep 11	Sep 22
Block 4	Sep 25	Sep 28	Oct 23	Nov 3
Block 5	Nov 6	Nov 9	Nov 30	Dec 15
Block 6	Jan 8	Jan 11	TBA	Feb 16
Block 7	Feb 19	Feb 22	TBA	March 29
Block 8	April 1	April 4	TBA	May 10

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