

**Non-Patient Care Elective Rotation
Advanced Pharmacy Practice Experience
PHAR 7687**

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.

Catalogue Description

This six-week elective experiential rotation is designed to provide the competencies needed to skillfully perform functions and responsibilities in a variety of non-patient care settings.

Course Description

This course is an advanced pharmacy practice elective experience where direct/supportive patient care does not occur. Students will gain insight and knowledge in different pharmacy settings. Students will be expected to utilize abilities learned previously in the curriculum in order to meet course objectives and site-specific objectives developed by the preceptor. The student will be expected to meet the universal entrustable professional activities.

Course Credit

6 hours

Pre-Requisites

Students must have successfully completed all Introductory Pharmacy Practice Experiences and be a current P4 pharmacy student prior to beginning their Non-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 participate in activities and projects that are outlined by the preceptor. Students may be required to participate in activities before 8 AM and after 5 PM if deemed necessary by the preceptor.

Course Coordinator

Frank Yu, Pharm.D., [MPH](#)
[APPE Director](#)
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Email: fyu@uttyler.edu
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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 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 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.

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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 non-patient care elective rotation will be offered by different preceptors and in a variety of settings. Each experience will provide a unique opportunity for students. The course format will vary. Activities may include, but are not limited to, the following:

- Research
- Writing
- Oral presentations
- Teaching
- In-services
- Topic discussions
- Committee involvement
- Academic endeavors
- Drug information

Course Learning Outcomes (CLOs)

CLOs	Related PLO(s)	Assessment Methods	Grading Method	JCPP Skill(s) Assessed	AACP Std. 11 & 12
1. Exhibits behaviors and values that are consistent with trust given to the profession	12,14,15	7,14	RUB	-	-
2. Effectively educates all audiences and assess understanding	11	7,8	RUB	-	-
3. Develops, integrates and applies knowledge from foundational knowledge	3	7,8,11	RUB	-	-
4. Uses creative thinking to envision alternatives approaches to solve a problem or accomplish a goal	6,14	7,14	RUB	-	-

Course Assessment Methods

	Assessment Method	Description
7	Assignments Final Exam Multiple Choice or Multiple Selection Question(s)	There are required and optional assignments for the rotation. The preceptor may assign any project that corresponds with the learning outcomes of the rotation.
132	Internship/Observation (Competency and Professionalism Evaluations) Final Exam Open Ended Question(s)	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.
3	Comprehensive Case	
4	Skills Assessment	Competency will be evaluated at midpoint and final of each rotation
5	OSCE	
6	Team Project	
7	Individual Project	Project(s) will be assigned by the individual preceptor.

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8	Oral Presentation	Oral presentations may be included as a component of one or more projects as assigned by the preceptor.
9	Poster Presentation	As assigned
10	SOAP Note	
11	Reflection Essay	Students will be required to submit a reflection essay on their experience.
12	Simulation	
13	Internship/Observation	
14	Other. Please specify:	

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.
- ~~If any required assignment or competency, in any domain, is graded as "Significant Deficits Exist" on the final evaluations, this will result in failure of the rotation (grade of F). The student will be required to repeat the rotation.~~
- ~~If 3 or more competencies, in any domain, are graded as "Needs Improvement" on the final evaluations, the student will receive a grade of a D for the rotation. The student will be required to repeat the rotation.~~
- ~~Assessment of competencies and graded assignments will be rubric-based (Table 2).~~
- ~~Grades and Documents: Students cannot be awarded a rotation grade until all required assignments are completed and the following documents are submitted in CORE-ELMS~~
 1. ~~APPE Evaluation by Preceptor – Final Evaluations~~
 2. ~~Rotation hours logged by student and verified by preceptor~~
 3. ~~Evaluation of Preceptor, Evaluation of Site, and Student Self-Evaluations~~
 4. ~~Grading forms for required assignments~~
 5. ~~Longitudinal Checklist for each rotation~~
- ~~Students are responsible for completing the rotation requirements and submitting required evidence to the practice site for successful completion of the rotation.~~

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The final course letter grade will be determined according to the following grading scheme:

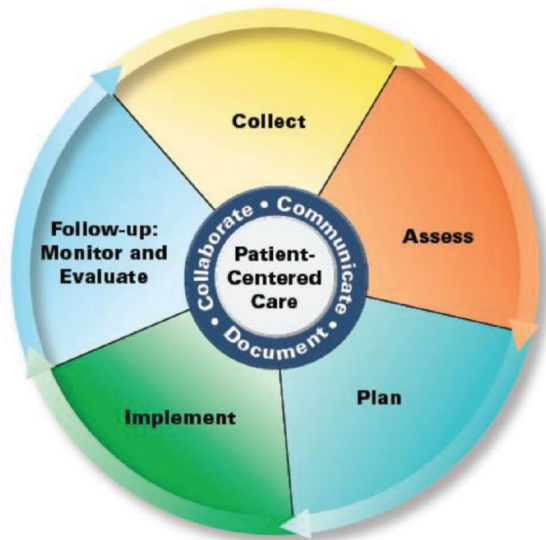
A	90 - 100 %
B	80 - 89.999 %
C	70 - 79.999 %
D	65.0 - 69.999 % **
F	< 65.0 % **

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.

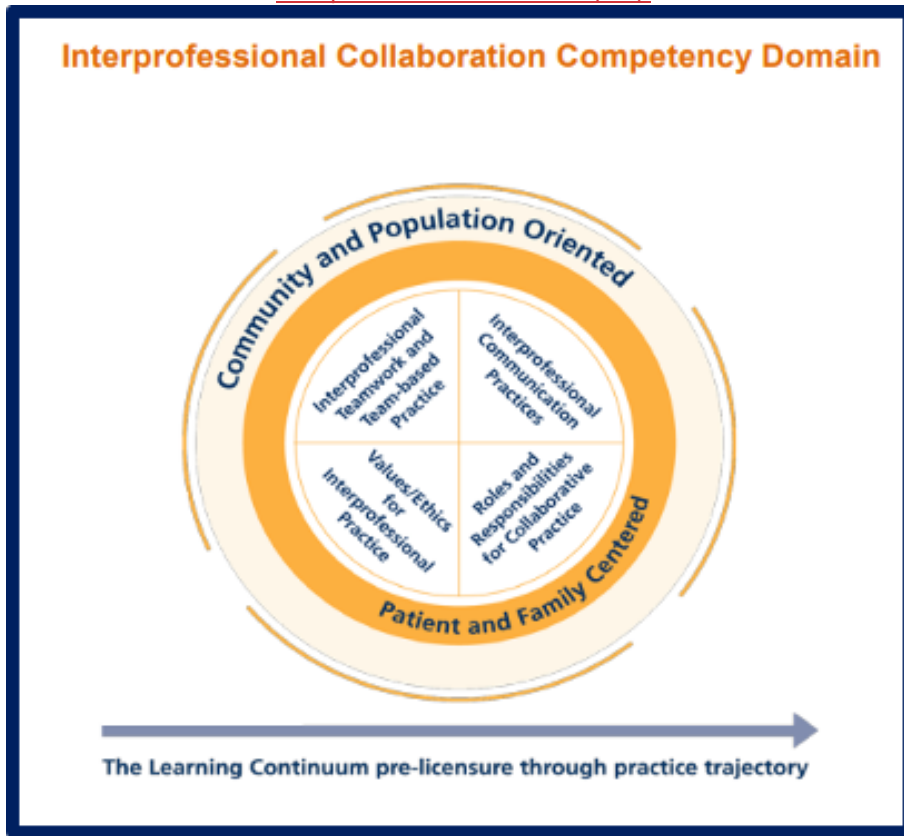
Follow-up: Monitor and Evaluate

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)



<https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

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Table 1: Rotation Grading Components

Grading Components	Weight	Comments
Competency Evaluation	40%	<ul style="list-style-type: none"> The competency assessment will be performed by the preceptor at mid-rotation and at the end of the rotation in CORE. The final evaluation will be credited toward your grade (i.e. midpoint = formative; final = summative). Competency may be defined by each preceptor and may include: communication, follow-through, preparedness, ability to meet deadlines, self-motivation and initiative, quality of work, self-accountability and responsibility, and completion of all assigned activities. The program allows for a Non-Applicable (N/A) if the student has not been exposed to a specific competency during the rotation.
Project(s)	40%	<ul style="list-style-type: none"> One or more projects may be assigned. If more than one project is assigned, all project grades will be averaged. The average will then account for 40% of the final grade. Projects may involve written and/or verbal presentation. The Final Project Grading Form must be used to derive grades (Appendix 1).
Reflection	5%	<ul style="list-style-type: none"> A reflection essay will be due at the conclusion of the rotation that reflects on the experiences and learning gained during the rotation.
Professionalism	15 20%	<ul style="list-style-type: none"> 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.

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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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:

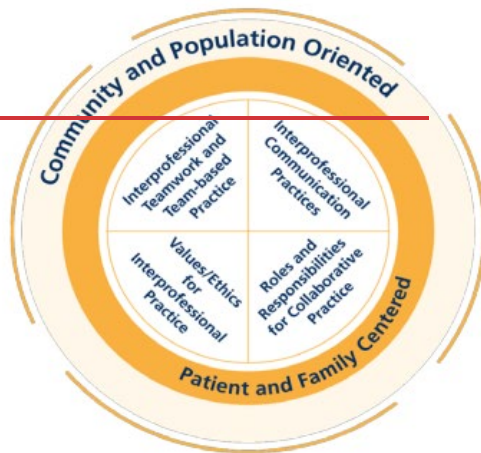
- Requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit;
- Receiving 100% refunds for withdrawals. (There is no refund after the Census Date);
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade);
- Being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

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

[See Experiential Education Calendar in CORE ELMS Document Library](#)

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Interprofessional Collaboration Competency Domain

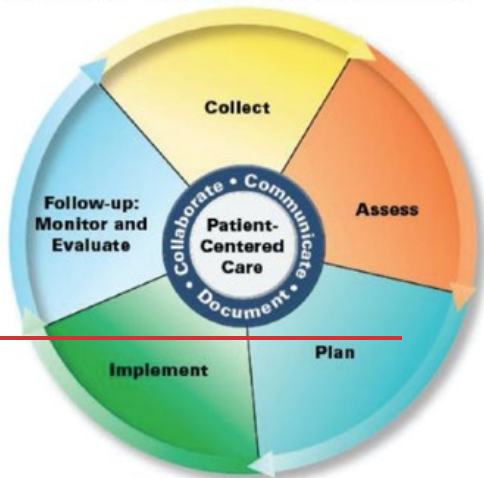



The Learning Continuum pre-licensure through practice trajectory

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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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**APPENDIX 1,
FINAL PROJECT Grading Form**

STUDENT NAME: _____ **DATE:** _____

SCORING

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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CRITERIA	SCORE	COMMENTS
I. PREPARATION		
References are provided and are cited correctly (journal articles need to be used)		
The presentation represents the students own work		
The student did not require an unreasonable amount of guidance in research or preparation		
The amount of preparation time was appropriate for topic		
II. CONTENT		
The student understood the content very well		
The information is accurate		
Utilized a variety of primary, secondary, and tertiary literature sources (if appropriate)		
The amount of information included in the project was appropriate		
The depth of information was appropriate		
The content is free of typos and utilizes appropriate grammar		
Written — Organized, concise response that is grammatically correct and has no typographical errors		
Verbal — Organized, concise explanation using appropriate language for the inquirer and good pace, volume, and tone of voice		
The project represents good quality of work		

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VI. QUESTIONS		
The student accepts questions and comments in a non-defensive manner		
Questions are answered accurately		
The student answers questions satisfactorily or readily acknowledges if they do not know the answer		
The student provides appropriate and timely follow-up for questions not answered during presentation		
IV. PROFESSIONALISM		
The student demonstrated ownership of responsibilities		
The student met all deadlines		
The student demonstrated appropriate follow-through		
The student demonstrated self-motivation and initiative		
The student demonstrated self-accountability and responsibility		
OVERALL COMMENTS:		

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EVALUATOR NAME: _____

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