

## PHA5759 Advanced Pharmacy Practice Experience Readiness

### Spring 2026 | 1 Credit Hour – [S-U Grading]

*This course offers students with a capstone experience that provides a transition from the first three years of the curriculum to the fourth year of Advanced Pharmacy Practice Experiences (APPE). The capstone experience provides learning activities and assessments that simulate student responsibilities during an APPE.*

**Course Prerequisites:** Completion of all coursework in blocks 1-16 of the Pharm.D. curriculum.

**Course Corequisites:** None

Course Faculty and Staff	
Course Director	Instructional Designer
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[Faculty and Staff: Who to Contact and Questions to Ask](#)

**Office Hours:** Please see the Canvas course site for posted office hours.

**Faculty Locations:**

<b>Gainesville</b>	PTR: MSB 0445, PG-22	<b>Jacksonville</b>	Tower 2, First Floor
	PEP: HPNP 3334	<b>Orlando</b>	UFRAC 420
	POP: DSIT 5th floor		

Course Objectives and Educational Outcomes	
Course Objectives	Linked Educational Outcome
1. Demonstrate time-management skills necessary to balance multiple practice-related responsibilities with attention to patient care priorities.	Professional
2. Perform simulations related to activities students are expected to perform during APPEs and are related to the entrustable professional activities and the Pharmacists' Patient Care Process.	Provider
3. Demonstrate professionalism in all communications during the course.	Professional
4. Demonstrate self-awareness of abilities in the practice-setting and in accomplishing continuous professional development.	Self-Aware

### Entrustable Professional Activities

1. Collect information necessary to identify a patient's medication-related problems and health-related needs.
2. Assess collected information to determine a patient's medication-related problems and health-related needs.
3. Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.
4. Contribute patient-specific medication-related expertise as part of an interprofessional care team.
5. Answer medication-related questions using scientific literature.
6. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.
7. Fulfill a medication order.
8. Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.
9. Monitor and evaluate the safety and effectiveness of a care plan.
10. Report adverse drug events and/or medication errors in accordance with site-specific procedures.
11. Deliver medication or health-related education to health professionals or the public.
12. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.
13. Perform the technical, administrative, and supporting operations of a pharmacy practice site.

### Course Resources and Fees

#### Course Outline

See Appendix A. Please routinely check your Google campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

#### Required Textbooks/Readings

Use [UF VPN to access UF Libraries Resources](#) when off-campus. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

Each student will develop a set of electronic and paper-based resources to personally use when accomplishing the week of activity. These resources must fit within the student's lab coat pocket. The student may also use their personal laptop to access online resources.

#### Suggested Textbooks/Readings

The student is also expected to retrieve primary literature references as needed to address patient care needs. These may be accessed through the UF Health Sciences Center Library.

#### Other Required Learning Resources

None

#### Materials & Supplies Fees

None

### Evaluation and Grading

#### Student Evaluation & Grading

This course is graded using a Satisfactory-Unsatisfactory grading scheme. Requirements for a grade of Satisfactory are listed below. APPE Ready is defined as the student completing the skill with some direction from the facilitator. That is, a student will be deemed APPE Ready if the student has successfully demonstrated a level of knowledge, skills, and abilities sufficient to perform usual professional activities under direct supervision by a pharmacist/preceptor. A student identified as not APPE ready will be referred to remediation for that specific skill. Remediation is described below. **The faculty will use rubrics posted in Canvas to assess performance.**

Professional behavior is an important part of being APPE Ready. Attendance is mandatory. **If a student needs to miss time during the week, they must email the course coordinator in addition to following the College of Pharmacy absence procedure.** The communication must be in the form of a request. In APPE Readiness the student is expected to dress professionally, following the guidelines in the APPE manual. All communication should be respectful. During zoom sessions students should have the camera on and be dressed professionally. The student is expected to participate throughout the entire session, not just during their presentation. All assignments must be submitted on time.

Assessment Item	Criteria for Satisfactory
Pharmacists' Patient Care Process – 20%	
Rounding*	Assessed Ready by Facilitator
Verbal Recommendation Diabetes Clinic Patient*	Assessed Ready by Facilitator
Verbal Recommendation Warfarin Clinic Patient*	Assessed Ready by Facilitator
Self-Care Patient Recommendation*	Assessed Ready by Facilitator
Communication – 15%	
Vancomycin Patient Care Notes for Initial Dose*	Assessed Ready by Facilitator
Diabetes patient care note*	Assessed Ready by Facilitator
Warfarin patient interview*	Assessed Ready by Facilitator
Managing Microaggressions	80% or above
Application of Knowledge* - 20%	
Antimicrobial Stewardship Cases	Combined average
Transitions in Care Case	Combined average
Inpatient Verification	Combined average
Anticoagulation case	Combined average
MTM Cases	Combined average
Drug Interaction Cases	Combined average
Self-Care/Vaccine Cases	Combined average
Utilize Evidence to Advance Patient Care – 15%	
Drug Information Question*	S requires a total of 40/50
Journal Club	Assessed Ready by Facilitator
Patient Presentation*	Assessed Ready by Facilitator
Oncology Case	80% or above
Calculations* - 15%	80% or above combined average on activities listed below
Community Cases	Combined average
Vancomycin Cases	Combined average
IV Room Cases	Combined average
Vancomycin Follow Up Cases	Combined average
Heparin Protocol	Combined average
Aminoglycoside Protocol	Combined average
Pain Cases	Combined average
Professionalism^ - 15%	80/100 points
Attendance	5 points for each infraction
Verbal Communication	5 points for each infraction
Written Communication	5 points for each infraction
On-time Submissions of Activities without communication with course coordinator	5 points for each infraction
Completion of Peer Evaluations	5 points for each submission
On-time Submission of Self-Care Questionnaire	5 points if not completed

On-time of Submission of Personal Plan for Improvement without communication with course coordinator	10 points if not completed and submitted
Professionalism- Assessed by Faculty using the definition of APPE Ready for the activity which is provided in the associated rubric.	Each student will start with 100 points and for each lapse, the number of points next to each item will be subtracted from the total.
<b>Total</b>	<b>Satisfactory/Unsatisfactory</b>

Remediation	
Verbal Recommendation or Rounding	Perform the skill again after receiving feedback with Course Coordinator or designee
Communication	Perform the skill again after receiving feedback from Course Coordinator or designee
Application of Knowledge Canvas Assessments	Retake or submit a plan to review
Drug Information	Retake with a different question
Pharmacy Practice Canvas Assessments	Retake or submit a plan to review
Professionalism	Meet with practicing pharmacy manager to discuss effects of unprofessional actions on patient care, pharmacy team and health care team.

Rounding of Grades
Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and <b>NO EXCEPTIONS</b> will be made in situations where a student's grade is "close."
University of Florida Honor Pledge and Academic Dishonesty
<p>UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."</p> <p>The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Expectations for Artificial Intelligence and when use constitutes academic dishonesty is outlined below.</p> <p>Tendering information (giving your work to another to be copied, giving someone answers to assessment questions, informing another person in a later section about the questions that appear on an assessment that you have taken, or giving or selling a paper to another student), is considered academic dishonesty.</p> <p>See the <a href="#">UF Conduct Code website</a> for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.</p>

### Assignment Descriptions

The assignment list is located under **Evaluation and Grading**. Because the course is designed to model the realities of contemporary pharmacy practice, a traditional day-by-day schedule is not provided. Instead, students receive daily Canvas announcements with instructions for each activity and its corresponding due date. Assignments vary and may

include quizzes, care plans, discussion board posts, papers, presentations, and simulated patient encounters.

This structure is intentional. In advanced practice settings and during APPE rotations, work does not follow a fixed schedule; responsibilities often emerge in real time, and priorities shift based on patient needs and clinical demands. The course mirrors this environment to help students build professional habits such as adaptability, time management, and responsiveness to evolving expectations. By engaging with course activities as they arise—much like in actual practice—students gain practical experience in managing the dynamic workflow they will encounter as future pharmacists.

## Course-Related Policies

### UF Resources and Policies

University of Florida resources and policies can be found at this URL: <https://go.ufl.edu/syllabuspolicies>

### PharmD Course Policies

The Policies in the following link apply to this course. Review the General [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

### Attendance Policy

Attendance is mandatory for all sessions in the course. Just like on APPEs, if a student needs to miss a session, they must ask permission and have it approved ahead of time by the “preceptor.” To request to miss a session, the student must email the course coordinator and submit an absence ticket. Students who miss any required element will be required to make up the element(s) on the designated APPE Readiness make-up date. Students who miss two or more days of APPE Readiness will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

### Makeup Assignments

Makeup assignments will be required for excused absences. Students must complete the makeup assignment as assigned by course director with deadline set on individual basis for course completion or will receive a grade of zero.

### Late Assignments

All assignments should be submitted, even if past due date and time. Deductions within professionalism grade will occur if the student does not communicate with the course coordinator. If it’s not submitted by Friday at 5pm then it will result in a grade of zero.

### Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

### Artificial Intelligence (AI) Use for Assessments

**The use of generative AI in assessments is prohibited**, unless explicitly allowed by the course instructor. Assessments include any submitted work, graded or ungraded, that will be evaluated. These include, but are not limited to, quizzes, exams, assignments, writing projects, etc. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

When authorized by the course director/course instructors, students may use AI technologies in the completion of an assessment if they acknowledge all use by naming the technology, describing how it was employed, and adhering to any other requirement stipulated in the assessment’s instructions. Failure to acknowledge the use of AI technology or disregarding instructions related to the use of AI for assessments is considered academic misconduct. Students must disclose the use of AI and AI-assisted technologies by following the instructions below.

Application of AI technology must be done with human oversight and control, and students should carefully review and

edit the result, as AI can generate outputs that can be incorrect, incomplete, or biased. **Students assume full responsibility for all content, including errors and omissions, if AI is employed.** Additionally, privacy is a concern with AI-generated content. Most commercially available AI systems are not compliant with [HIPAA](#) or FERPA protections, inputting patient or student information is prohibited by federal law.

Instructions to acknowledge the use of AI:

Statement: During the preparation of this assignment I/we, [INSERT NAME/S], used [INSERT TOOL / SERVICE] in order to [INSERT REASON OR PURPOSE]. After using this tool/service, I/we reviewed and edited the content as needed and take full responsibility for the content of the submission.

#### **Penalties for unauthorized use:**

**Unauthorized use of AI text generators for assessments is considered evidence of academic dishonesty (see [policy on academic dishonesty](#)).**

#### **Guidance on Using AI Tools for Learning**

You are welcome to use AI tools to support your learning in this course, including for tasks such as brainstorming, outlining, or summarizing complex topics. However, please be aware that AI-generated content may contain false or misleading information. It is your responsibility to critically evaluate and fact-check any information you use. For all assessments, your responses should be based on the content provided in course materials and lectures.

To protect instructional content and comply with university policies, if you choose to create your own study aids using AI, instructor materials (e.g., PowerPoint slides, lecture transcripts, course handouts) may only be uploaded to university-supported, secure platforms such as the Navigator suite of AI tools (<https://it.ufl.edu/ai/>) or Microsoft Copilot (<https://copilot.microsoft.com/>) using your GatorLink credentials. When using Navigator AI, students should select a model approved for handling sensitive data. Individual instructors may choose not to permit the use of their instructional materials with AI tools. Any course materials that are restricted from AI use will be communicated to students through the course learning management system, Canvas.

Students are prohibited from uploading instructor materials to open or non-university-supported AI tools unless they have received written permission from the course instructor. Students are expected to use AI tools responsibly and must not upload any content that violates copyright laws or terms of use. If you are unsure whether an AI tool is appropriate to use, please consult the instructor.

#### **Disability Resource Center**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [Get Started with the DRC webpage](#) on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

#### **Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

## Appendix A: Course Outline

Day	Focus Area	Description
Monday, 3/2/26	Foundations & Rapid Clinical Assessment	Monday focuses on sharpening skills needed to quickly assess diverse inpatient scenarios. Students will encounter a mixture of short, focused clinical evaluations spanning different specialties and practice areas, requiring them to think critically and adapt to shifting priorities, much like an inpatient pharmacist responding to multiple simultaneous consults.
Tuesday, 3/3/26	Dosing, Monitoring & Patient Care Documentation	Tuesday emphasizes applied pharmacotherapy and therapeutic drug monitoring. Students work through clinically oriented cases that require interpreting patient data, making evidence-based recommendations, and preparing brief documentation similar to what is expected during rounds. They also attend facilitator-led inpatient rounds to present their assigned patient and listen to their groupmates' presentations. The day mirrors the workflow of managing high-priority consults while maintaining accurate, concise notes.
Wednesday, 3/4/26 *via Zoom*	Protocols, Safety Checks, & Advanced Clinical Reasoning	Wednesday offers a range of protocol-driven and safety-focused clinical activities. Students navigate situations that require precise decision-making, evaluation of treatment appropriateness, and interpretation of evolving patient data. They also attend journal club via Zoom to present, with their partner, an analysis of the assigned primary research article and to listen to their groupmates' presentations. This day reflects how pharmacists juggle protocol adherence, follow-up responsibilities, and preparation for group-based clinical discussions in practice.
Thursday, 3/5/26	Clinic Day: Patient Encounters & Outpatient Skills	Thursday simulates a full clinic day where students engage in outpatient-style encounters. Activities mirror ambulatory care responsibilities such as interviewing patients, making therapeutic recommendations, addressing chronic disease management, and completing structured follow-up documentation. The blend of communication, assessment, and decision-making reflects the real pace of ambulatory rotations.
Friday, 3/6/26 *via Zoom*	Professional Reflection, Self-Assessment, & Presentation Skills	Friday centers on reflective practice, personal development, and professional communication. Students complete activities that support self-awareness, identify strengths and areas for growth, and prepare materials similar to what will be shared during APPEs or residency. The day also includes a patient-focused presentation designed to reinforce clear, organized clinical communication.