



School of Pharmacy - Required Course Syllabus - Spring P2 Year
PHAR 6223 Health across the Lifespan
 Track: Global Health Colloquium
 Course Dates: January 19-May 7, 2021, Fridays 9:00-10:50 am
 Location: Online (Virtual)

Course Coordinator

Amanda M. Loya, PharmD, BCPS
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Virtual OFFICE HOURS (via Blackboard Collaborate):
 Fridays 11:00 am – 12:00 pm

Additional Course Faculty

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Office Hours: Course faculty will post VIRTUAL office hours and will accommodate all students as time permits. Students may also request a virtual appointment with the course coordinator or course faculty via e-mail. All appointments should be made at least 24 hours in advance. Questions related to the course in general should be directed to the course coordinator whereas content/topic-specific questions should be directed to the instructor. The course coordinator will check emails multiple times daily during this time, and will try to respond as soon as possible (generally within 24-48 hours). When sending an email to course faculty, send through the Blackboard® course email or place the course number and name (e.g., PHAR 6223 and the issue/topic in the subject line of the email).

Course Description

This course will explore the health of patients across stages of the lifespan. Students will examine pharmacokinetic, pharmacogenomics, and pharmacotherapeutic principles as well as ethical issues that may impact health outcomes across the lifespan while also considering the impact of cultural values, beliefs and practices on health.

Link to Study Away

This course will serve as a conclusion to the Study Away program. During this course, students will reflect on their experiences during their Study Away program as they connect concepts in this class to the various behaviors, perceptions, and cultures that they encountered during their time working with persons/families/communities. **NOTE for 2021:** *This does not apply for Spring 2021 semester due to cancellation of Study Away experiences in 2020.*

Pharmacists' Patient Care Process

This course will incorporate methods on how to **collect** subjective information related to behaviors and perceptions about health from a patient, **assess** the impact that these behaviors and perceptions may have on medication adherence and health outcomes, and identify strategies (**plan**) that may assist patients in optimizing care. Students will also explore ways to **collaborate, communicate, and document** while providing **patient-centered care**.



Source:
<http://pharmacylibrary.com/doi/book/10.21019/9781582122564>

Course Learning Objectives

At the conclusion of this course, students will be expected to **develop pharmacy-based approaches** for diverse patient populations across stages of the lifespan by:

1. Describing behaviors and perceptions of health
2. Examining pharmacokinetic, pharmacogenomics, and pharmacotherapeutic principles
3. Exploring ethical issues that may impact health outcomes
4. Applying cultural and lifespan principles for patient care plans

Mapping of Course Objectives to Pharmacy Learning Outcomes:

The Center for the Advancement of Pharmacy Education (CAPE) has defined educational outcomes to guide the PharmD curriculum (see AACP CAPE Outcomes). The content of this course will cover the following CAPE educational outcomes. **Level of Assessment:** 1 – Introduce, 2 – Reinforce, 3 – Apply

Course Objective	CAPE Outcomes	PCOA
Describing behaviors and perceptions of health	<p>1.1 Learner (Learner) Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care. Level of Assessment: 2</p> <p>3.5 Cultural sensitivity (Includer) Recognize social determinants of health to diminish disparities and inequities in access to quality care. Level of Assessment: 2</p>	<p>3.1 Health care delivery systems and public health 3.1.4 Public health and wellness; chronic disease prevention, health promotion, infectious disease control, <u>demographics, physical, social, and environmental factors</u> leading to disease, comparing and contrasting public health with individual medical care Level of Assessment: 2</p> <p>3.9 Social and Behavioral Aspects of Pharmacy Practice 3.9.1 Health-, illness-, and sick-role behaviors of patients 3.9.2 Principles of behavior modification 3.9.3 Patient adherence to therapies and recommendations 3.9.4 Caregiving throughout the lifecycle 3.9.5 Death and dying Level of Assessment: 1/2</p>
Examining pharmacokinetic, pharmacogenomics, and pharmacotherapeutic principles	<p>1.1. Learner (Learner) Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care. Level of Assessment: 2</p> <p>2.1. Patient-centered care (Caregiver) Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). Level of Assessment: 2</p>	<p>4.4 Clinical pharmacogenomics 4.4.1 Utilize pharmacogenomics to calculate, <u>evaluate</u>, and individualize drug therapy Level of Assessment: 2</p> <p>4.5 Disease prevention and population health 4.5.1 Recognize the proper use of non-pharmacologic therapies including complementary and alternative medicines Level of Assessment: 2</p> <p>4.7 Clinical pharmacology and therapeutic decision making 4.7.3 Assess pharmacotherapy considering <u>contraindications</u>, therapeutic duplications, <u>dietary interactions</u>, adverse drug reactions, interactions and allergies 4.7.5 Design patient centered, culturally relevant treatment plans Level of Assessment: 2</p>

	<p>2.4 Population-based care (Provider) Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices. Level of Assessment: 2</p>	
Exploring ethical issues that may impact health outcomes	<p>1.1 Learner (Learner) Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care. Level of Assessment: 2</p> <p>3.1 Problem Solving (Problem Solver) Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution. Level of Assessment: 2</p> <p>3.3 Patient Advocacy (Advocate) Assure that patients' best interests are represented. Level of Assessment: 2</p>	<p>3.7 Ethical decision making 3.7.2 Ethical dilemmas in the delivery of patient centered care, including conflicts of interest, end of life decision making, use of codes of ethics, oaths of the pharmacist Level of Assessment: 1/2</p>
Applying cultural and lifespan principles for patient care plans	<p>2.1. Patient-centered care (Caregiver) Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). Level of Assessment: 2</p>	<p>3.8 Professional Communication 3.8.5 Development of cultural competency in pharmacy personnel such that services are respectful of and responsive to the health beliefs, practices, and cultural and linguistic needs of diverse patient populations Level of Assessment: 2</p> <p>4.7 Clinical Pharmacology and Therapeutic Decision Making 4.7.5 Design patient-centered, culturally-relevant treatment plans Level of Assessment: 2</p>

Course Meeting and Location

This course will be taught online (virtually) using Blackboard as the primary learning management system. Course faculty may also elect to utilize other university-supported virtual platforms (e.g. Zoom) for course-related needs. Class will be taught online either synchronously (live) or asynchronously (recorded); the course calendar will denote how content will be delivered by course faculty. All synchronous lectures will be recorded and made available to students. Exams will be held during posted times as outlined in the course calendar.

Visits to cultural centers/locations in the community to supplement learning will also be planned and details will be provided accordingly (virtual options will be offered based on community safety standards during the semester).

In the event of a major course disruption (e.g. campus closure due to weather hazards), be prepared to maintain course progress via other means (e.g., Internet, our Blackboard course shell, etc.) and check your email (especially your UTEP miners account) regularly.

Course-Related Technology and Guidance:

Online Platform (Blackboard, Zoom)

All lectures, handouts, and course material will be located in Blackboard. Course faculty may also elect to utilize other university-supported virtual platforms (e.g. Zoom) for course-related needs; if this platform is selected for synchronous sessions, faculty will notify students in advance. Log into My UTEP.edu and click on the Blackboard link to access the online course for PHAR 6223. The course is individualized and students may access lectures/handouts as they are made available by course instructors. Except in cases of a UTEP network being “down” or “offline,” students are ultimately responsible to ensure that their computer is connected to the internet and that any issues are addressed prior to class and/or assessments.

EXAM/Online Assessment Requirements

Please refer to the UTEP School of Pharmacy Student Handbook for guidance for exams (online/remote as well as on campus) <https://www.utep.edu/pharmacy/current-students/current-students.html>

This course requires the use of ExamSoft® for course examinations. Students are responsible for creating their online login within the first week of class. It is the student’s responsibility to maintain access to a reliable internet connection (with the rare exception of when UTEP’s systems are down).

If students cannot access ExamSoft®, please contact **Adrian Enriquez (aealonso@utep.edu)**, to resolve this issue **within five (5) business days of the first day of class**. Students are responsible for ensuring they have access to the online assessment system. Mr. Enriquez is **NOT available** for questions or laptop failures/requests after business hours or on weekends.

Electronic exams need to be downloaded at a **minimum of 2 hours prior to the examination**; students who do not adhere to this requirement may receive a 10% grade penalty deduction. Repeated instances (> 1 time) of not downloading electronic exams may result in a referral to the professionalism committee on the SOP Progression Committee and additional 10% grade penalty deduction from the student’s earned exam score.

Methods of Instruction/Learning

This course will use a variety of instructional methods. The learning outcomes in this course will be achieved via:

1. Outside Preparation
2. In-class Discussion
3. Written Reflections
4. Assignments/Projects (individual or teams)

5. Quizzes/Exams

Required Course Technology/Tools/Needs

Required Online Textbooks:

- Halbur KV, Halbur DA. Essentials of Cultural Competence in Pharmacy Practice, APhA (**available through APhA Pharmacy Library**)

Recommended Textbooks:

- Galanti G-A. Caring for Patients from Cultures, 5th Edition, Univ. of Pennsylvania Press.
- Spector RE. Cultural Diversity in Health and Illness, 8th Ed. Pearson

Other readings will be assigned as appropriate throughout the course. The use of primary literature and other online resources will supplement the required and recommended textbooks.

Laptop Computer: Students are expected to use laptop computers for participation in reflections, on-line exercises or assessments. It is the responsibility of the students to make sure that the laptops are in working condition and meets the University and School of Pharmacy IT requirements. (See SOP Student Handbook).

Attendance and Classroom/Online Etiquette

The attendance policy for the School of Pharmacy is outlined in the Student Handbook. It is expected that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all synchronous classes and arriving on time and prepared for the day's lesson(s).

Attendance at synchronous classes is not mandatory in that attendance will not be taken at each lecture. Class sessions will be recorded and made available online to ensure student access to course materials. However, attendance and punctuality in synchronous classes are strongly recommended and expected as a sign of professional behavior. If large numbers of students are absent from these sessions, the course coordinator/course faculty reserve the right to give unannounced quizzes. Missing class for work is NOT considered a valid reason for your absence.

Online Etiquette (aka Netiquette)

Your instructors and classmates want to generate a safe online learning environment. Please use appropriate online classroom behavior by reading the UTEP Netiquette Guide for Online Courses available at <https://www.utep.edu/extendeduniversity/cid/Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses>. Students are expected to be professionals in all activities related to the completion of this course. Any behavior that is unprofessional in nature will not be tolerated (e.g., unprofessional or rude comments on discussion boards) and may result in a deduction in course grade deductions or reporting of the student to the Office of Student Affairs for unprofessional behavior.

Unique Dress Policy for Course: Students are encouraged to dress professionally for all course-related activities (i.e., business casual). Additional guidance will be provided regarding dress code visits to

cultural sites (if applicable). Please speak with course coordinator if you have questions regarding the dress policy.

COVID-19

Due to the current pandemic, there are no course sessions planned for on-campus activities. If a course-related activity becomes scheduled as an on-campus event during the semester, all CURRENT public health precautions/measures will be taken, including but not limited to the following: wearing a face mask at all times, maintaining social distance of a minimum of 6 or more feet, practicing proper hygiene practices. Anyone not wearing a mask will be required to leave a required on-campus activity. As students enter or exit campus (if applicable), they should take steps to minimize the number of encounters with others to avoid infection by the SARS-CoV-2. For up-to-date UTEP policies, please see: <https://www.utep.edu/resuming-campus-operations/?home>

Evaluation and Grading Policy

The grade assignments will be distributed as follows.

Type of Assessment	% Course Grade
Cultural Connections Activity	15%
IPPE-related Worksheets/Activity <ul style="list-style-type: none">• Environment of Care• Patient Explanatory Model	15%
Journal Club/Literature Review Activity	20%
Exam 1	25%
Exam 2 (Comprehensive final)	25%
Total*	100%

*Unprofessional behavior may result in up to an additional 10% deduction of the total course grade.

Assignment of grades:

The grade assignments will be determined as follows:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = < 60%

Exams: There are two exams in this course, each worth 25% of the grade. The exams will be administered via ExamSoft®. Exam 2 will serve as the final exam for the course and will be comprehensive in nature.

Cultural Connections Activity: Students will complete a cultural connections activity (including reflection and discussion board posts) which is worth 15% of the course grade. The cultural connection experience will involve the student attending a 1-2 hour cultural event (online/virtual or live as appropriate) with subsequent completion of an activity worksheet. Students will be provided with a formulary of options to select from. It is expected that students will exhibit professional dress and

behavior as appropriate to the nature of the site during the cultural immersion experience (if applicable).

IPPE-related Activity Worksheets: Students will complete 2 activities which may be completed along with their Spring IPPE experiences. This will include the completion and submission of a worksheet for the following: 1) Environment of Care worksheet, 2) Patient Explanatory Model worksheet. The worksheets are worth a total of 15% of the overall course grade.

Journal Club/Literature Review Activity: Students will have an opportunity to implement their skills in identifying and evaluating primary literature related to the cultural behaviors, perceptions and practices of an assigned culture or lifespan group. Students will present their findings to their peers in a group activity. This activity is worth 20% of the course grade.

Quizzes/In-class activities: Weekly quizzes or in-class activities may be administered by course faculty.

Other notes: Points may be deducted for not following directions/instructions for completing and/or submitting assignments (e.g. not including name on assignment, not following directions for naming, saving and uploading files).

Professionalism (0% of grade): While professional conduct does not count towards the course grade, it is expected of each student. If students do not meet professional conduct standards, they may receive deductions up to 10% of their final grade (a letter grade). These final points may not be deducted until the end of the semester. The faculty coordinator will consult with faculty and site mentors (if applicable) to determine appropriate professional conduct. Examples of professional conduct include, but are not limited to:

- Following instructions
- Meeting deadlines
- Showing respect for all other people in speech & actions
- Exhibiting good judgment
- Cooperating with others
- Diligence (good work ethic)
- Maintaining personnel self-control and professional decorum
- Holding himself/herself responsible for professional conduct
- Attending class and participating in Blackboard
- Refraining from use of cell phones/texting inappropriately

Expectations of Students during Course

Respect for diversity of cultures, beliefs, and perceptions is essential for the learning environment in this course. While exploring health beliefs and practices across cultures and the lifespan, students may encounter perceptions, beliefs and practices that they do not agree with. However, students are expected to demonstrate professional behavior and respect for their peers and instructors at all times during this course. Professional behavior for off-campus site visits (if applicable) is also expected. When discussing members of various lifespan and cultural groups, students should avoid using stereotypes and “they”/“them” language, etc.

It is the responsibility of the student to monitor his/her progress during the course and see that he/she is maintaining the required competency level. Students should seek advice and assistance from the course coordinator as soon as he/she encounters any difficulty in the course.

Questions Related to the Course and Grading/Exams

Material: In general, questions related to the overall course should be directed to the coordinator. Content/topic-specific questions should be directed to the content instructor within **five (5) business days** of the material being presented.

Assignments/exams: Any questions concerning assignments/exam grades should be discussed with the course coordinator **within five (5) business days** after the grades have been posted.

Regrade requests: Regrade requests for assignments or exams should be made **within five (5) business days** of the posting of the grades. Requests will not be entertained after this period (unless excused absence due to extenuating circumstances). Students should submit requests in writing with evidence/rationale to support their grade consideration request.

Missed Quizzes / Exams / Assignments Policy

Only students who miss an exam, quiz or an assignment due date as a result of an **excused absence** will be allowed to make-up the missed assignment or assessment. Students should consult the UTEP School of Pharmacy **Student Handbook** for definitions and examples of excused absences.

- The course coordinator **MUST** be notified on the day of the exam for the student to be excused from that exam for an **emergency**.
- In the case of **religious holidays**, the student **MUST** notify the course coordinator 10 business days prior to the exam. Students should not assume that they can miss an exam for vacation or other personal conflicts.
- Any excused absence from an exam for **health reasons** must be documented with a note from an appropriate health professional.
- Any unexcused absence from an exam will result in a grade of zero for that exam.

The course coordinator will determine the time and date for a make-up exam, which will occur before the final exam period. If the student is unable to attend either the original exam or the make-up exam, the course coordinator is not required to provide additional opportunities for the student make-up exam. The format of the make-up examination is at the discretion of the course coordinator, and may include any question type including, but not limited to, open-ended questions, an essay examination, or oral examinations.

Remediation Policy

Remediation occurs if a student fails the course. Students must participate fully in the course to be eligible for remediation. Please refer to the **Student Handbook** for end-of-course remediation policies and timelines (*see Student Handbook: Table of Contents for End of Course Remediation*).

Course Evaluation

During this course, students will be provided with an opportunity to evaluate this course and the instructors. The Associate Dean for Assessment, Accreditation, and Strategic Planning will send an email reminder toward the end of this course for students to complete the course evaluation. UTEP uses an online course evaluation system. Course Evaluations can be taken at **my.utep.edu** by clicking on the

Classes Tab on the left. The Course Evaluation module will appear and student's classes will be listed. Click on the Course Name, or Course Record Number (CRN), to complete the evaluation for the course. Student participation in evaluations is an integral part of this course and the accreditation process, and feedback is vital to improving education at the School of Pharmacy.

General Statement about Course Policy

The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the course Blackboard shell. It is the student's responsibility to review the syllabus periodically for updates.

UTEP and SOP Policy for Academic Integrity

Any student who commits an act of academic dishonesty is subject to discipline. The instructor is required to report all suspected academic dishonesty to the UTEP Office of Student Conduct and Conflict Resolution. Please refer to the Student Handbook for SOP guidance on academic integrity (*see Table of Contents for Curriculum and Classroom Policies: Academic Integrity*).

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (For more information, see: <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>)

Professionalism and Professional Conduct

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of citizenship. Thus, UTEP and the SOP value professionalism and expect all students to not only acquire but also maintain the highest standards of professional attitudes and behaviors in their interactions with their fellow classmates, staff, faculty, colleagues and their patients, as described in **the UTEP School of Pharmacy Student Handbook** and as per UTEP's student conduct policies (see <https://www.utep.edu/student-affairs/osccr/student-conduct/> for further information). Any student who engages in conduct that is prohibited by the Board of Regents' Rules and Regulations, University or SOP rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. Please refer to the Student Handbook for specific expectations regarding professional conduct in the SOP (*see Table of Contents for Academic Progression: Good Standing: Professional*).

Cell Phone Policy: Students should carry cell phones, but keep the phone on vibrate mode in the event students need to be notified by the emergency alert system. Cell phone use for the purpose of texting, email or social media is not permitted. This is disruptive to fellow classmates, faculty and the learning environment. The use of a cell phone or the ringing of the phone in class is considered unprofessional behavior. No cellphones, calculators, or other items may be used during an assessment (e.g., exam or a quiz) unless specifically as part of that assessment and approved by the faculty member/instructor.

Technical Assistance

Checking computer requirements and ensuring that all software up to date is essential for students to access course content. **Supported browsers include –**

- 1) **For a PC:** Mozilla FireFox and Google Chrome (NOT Internet Explorer)
- 2) **For a Mac:** Safari, Firefox, and Chrome

Check for updates on supported browsers:

https://help.blackboard.com/Collaborate/Ultra/Participant/Get_Started/Browser_Support#supported-browsers_OTP-0

To enhance browser performance, students should clear the browser cache and allow pop-ups. In addition to testing the web browser, check to ensure that the computer has an updated version of **Java** (go to <http://java.com>, click on “Do I have Java”, click on “Verify Java Version,” update Java if needed). Additional browser plug-ins may also be needed to view some content that your instructor may share on the learning management system. Common plug-ins include: **Adobe Reader, Flash Player, Windows Media Player, QuickTime**. When creating documents, slide presentations, spreadsheets, etc., be sure to use Microsoft Office or a compatible program (see 10 Free MS Word Alternatives). The UTEP Technology Support Services (3rd floor, UTEP Library) can also provide students with any applications, compatibility packs, patches, and updates that may be needed.

Students working off campus may need to set up a **Virtual Private Network (VPN)** on their computer to access UTEP resources for this class (i.e., Library). The link below provides information in setting up a VPN connection depending on the operating system. Students may contact the UTEP Help Desk (915-747-HELP) for assistance (or

https://www.utep.edu/technologysupport/ServiceCatalog/NET_VPNGlobalProtect.html).

ExamSoft Technical Support: 866.429.8889 or 954.429.8889

If technical problems are experienced with the course, students should contact the **UTEP Help Desk** during: Monday– Friday: 8AM – 5PM. If calling within UTEP: 915.747.4357. If calling from outside UTEP: 915.747.5257. For more information, please visit <http://helpdesk.utep.edu>. For help with **Blackboard:** https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Students can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. In addition to the various campus computer labs (ATLAS in UGLC or LACIT in Liberal Arts for example), Technology Support Services provides workstations for student use. To learn more, please visit:

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

UTEP and SOP Policy for Special Accommodations (ADA)

“If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148.” You can also e-mail the office at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

Additional Information

Campus Concealed Carry: Effective August 1, 2016. See: <https://www.utep.edu/police/safety-awareness/campus-carry.html>

Civility Statement: You are expected to follow basic standards of courtesy (<https://www.utep.edu/student-affairs/dean-of-students-office/community-of-care/index.html>) and may be dismissed from class for blatant or sustained disruptive behavior.

Student Support: UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):

- UTEP's Counseling Center (free counseling to all students): 915-747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 915-779-1800
- National Suicide Prevention Hotline: 1-800-273-8255 / suicidepreventionlifeline.org
- Veterans Crisis Line: 1-800-273-8255 / www.veteranscrisisline.net
- NAMI (National Alliance on Mental Illness) of El Paso: 915-534-5478 / <https://namiep.org>

Title IX: Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <https://www.utep.edu/titleix/>]

PHAR 6223 Health across the Lifespan Course Calendar and Topic Outline

Note: Class sessions listed below are synchronous (live, online) unless otherwise noted by faculty

Date	Topic	Activity/Due Date	Faculty
Week 1 1/22/21	Course Introduction, Review of Syllabus and Course Activities/Expectations Cultural Approaches to Health, Illness, and Ethics: Revisiting Cultural Competency Models and Kleinman's Patient Explanatory Model		Loya
Week 2 1/29/21	Birth/Childhood/Adolescence		Pinal
Week 3 2/5/21	Birth/Childhood/Adolescence		Pinal
Week 4 2/12/21	Women's Health (Pregnancy and reproductive health)		Pinal
Week 5 2/19/21	LGBTQIA health Note: Transgender Health IPE, Friday, Feb. 19, 12:00-4:30 pm	Section 1 Journal Club Due 2/19/21 by 11:59 pm	Sias
Week 6 2/26/21	***Journal Club/Lit. Review #1 – (Pediatrics, LGBTQIA, Women's Health)***	Complete JC participation worksheets by 11:59 pm	Loya/ Sias/Pinal
Week 7 3/5/21	***Exam #1***		Loya
Week 8 3/12/21	Men's Health Persons with disabilities		Loya
Spring Break 3/15/21-3/19/21			
Week 9 3/26/21	Cesar Chavez Day: No classes		
Week 10 4/2/21	Mental Health	Section 2 Journal Club Due 4/2/21 by 11:59 pm	Sias
	Pain management		Loya
Week 11 4/9/21	***Journal Club/Lit. Review #2 (Men's Health, Disabilities, Mental Health)***	Complete JC participation worksheets by 11:59 pm	Loya/Sias/ Pinal
Week 12 4/16/21	Older Adults		Loya
	Time for individual work: EoC/PEM Worksheets, Discussion Boards (asynchronous)		
Week 13 4/23/21	End of life	Section 3 Journal Club Due 4/23/21 by 11:59 pm, Environment of Care/Patient Explanatory Model Worksheets Due 4/23/21 by 11:59 pm	Sias
Week 14 4/30/21	***Journal Club/Lit. Review #3 (Pain Mgmt, Older Adults, End of Life)***	Complete JC participation worksheets by 11:59 pm	Loya/Sias/ Pinal
	Environment of Care/Patient Explanatory Model Debriefs, PPCP and Course Connections	Post Discussion board thread w/ Cultural Connections reflection by 4/30/21 by 11:59 pm	Loya/ Howe
Week 15 5/7/21	Dead-day (No class – study time)	Cultural Connections discussion board: 1) Read and pose question to 2 classmates by Mon, May 3 rd at 11:59 pm 2) Reply to 2 classmates' questions by Fri, May 7 th at 11:59 pm	
inals Wk	***Exam #2 (Comprehensive Final)***: Wednesday, May 12, 1:00-3:45 pm (TENTATIVE)		

