



School of Pharmacy - Required Course Syllabus - Spring P2 Year

PHAR 6223 Health across the Lifespan

Track: Global Health Colloquium (IPPE 5 hours (including 2 hours of IPE)

Course Dates: January 21-May 8, 2020, Fridays 9:00-10:50 am

Campbell Building, Rm 212

Course Coordinator

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Introductory Pharmacy Practice Experiences (IPPE):

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Office Hours: The course coordinator and course faculty will post office hours and will accommodate all students as time permits. Students may request an appointment with the course coordinator or course faculty in person or 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.

Course Description

This course will explore the health of patients across stages of the lifespan. Students will examine pharmacokinetic, pharmacogenomic, 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.

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 held in the Campbell Building in room #212 on Fridays from 9:00-10:50 am. Students will also participate in Introductory Pharmacy Practice Experiences (IPPE) which will require students to travel to assigned clinical practice site in El Paso. Details regarding specific location of these sites will be provided to students upon site assignment. This course also incorporates an Interprofessional Practice and Education (IPE) experience which will be held on the UTEP main campus. Visits to cultural centers/locations in the community to supplement learning will also be planned and details will be provided accordingly.

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.

Online Platform (Blackboard)

All lectures, handouts, and course material will be located in Blackboard. 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.

Online Assessment Requirements

This course requires the use of Blackboard for access to course content and assignments/activities, ExamSoft® for course examinations and CORE ELMS® for IPPE experiences. 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. Contact Ms. Alma Dominguez for any concerns regarding CORE ELMS® access.

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 will 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.

This course is connected to one or more of the following areas:

Introductory Pharmacy Practice Experiences

IPPE hours and activities have been assigned to this course. Students will be responsible to complete a total of 5 hours as part of this course (3 site, 2 Simulation – link to IPE). The IPPE requirements of the course (e.g. site assignments) will be coordinated by Dr. Vicki Howe with guidance from the Office of Experiential Education.

To guide this experience, students will complete a checklist/activity documenting the achievement of each activity’s learning objective. Specific information regarding these elements will be available to students in the Blackboard Course and CORE ELMS as appropriate.

During the semester, students may select IPPE slot preferences through CORE ELMS, if applicable. Please refer to CORE ELMS for specific dates from which they may select to schedule IPPE hours. Experiential education experiences generally occur outside of class time, including evenings, weekends, and holidays. Additionally, IPPEs may be scheduled at other times of the day.

At all times during the IPPE, students are expected to follow OEE policies, including the dress policy, and maintain professionalism. Refer to the OEE handbook for details. Additionally, while at IPPEs, students are always expected to carry with them their Texas State Board Trainee Letter/Intern Card. Students must always have readily available electronically on CORE ELMS® the following: Unexpired BLS CPR Card, HIPAA Training Certificate, Bloodborne Pathogen, etc. Refer to OEE Handbook for a complete list. Failure to exhibit credentials will result in the student being asked to leave the pharmacy site. Eligibility to return to site is determined by the preceptor and the Experiential Programs Director.

Interprofessional Practice and Education (IPE)

An IPE activity has been assigned to this course (2 hours –linked to IPPE). At the completion of the IPE activity, students should be able to:

1. Identify the patient care process (collect, assess, plan, implement and follow-up) in the Interprofessional experience
2. Articulate the values & ethics that support Interprofessional practice
3. Engage in effective Interprofessional communication
4. Honor Interprofessional roles & responsibilities
5. Form interdependent relationships with other professions while acting professionally

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 activity will cover the following CAPE educational outcomes.

Level of Assessment: 1 – Introduce 2 – Reinforce 3 – Apply

	CAPE Outcomes	Level of Assessment
3.4	Interprofessional collaboration (Collaborator) Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	1
3.6	Communication (Communicator) Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.	1
4.4	Professionalism (Professional) Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	1
PCOA		
3.8.2	Communication abilities with other health care providers	1

Students will be given the opportunity to interact with both medical, nursing, occupational therapist, physical therapists, rehabilitation counseling, and social work learners in an environment that introduces teamwork and collaboration around vulnerable populations.

<i>IPE Case-based Experience: Focus on Transgender Health: Friday, Feb. 21, 2020</i>	
Assignments	Time
Group 1	12:15 pm -2:30 pm
Group 2	2:45 pm - 5:00 pm

Location | Undergraduate Learning Center

*Cohorts assignments will be communicated by Dr. Padilla..

Assessment: Students will be assessed on their understanding of team communication and collaboration for each discipline. Assessments will be completed on day of the event

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
 5. Team Assignment/Activities
 6. Quizzes/Exams
 7. Introductory Pharmacy Practice Experiences
 8. Interprofessional Practice and Education
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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 bring laptop computers to the class each day 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 Behavior

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 classes and arriving to class on time prepared for the day's lesson(s).

Student attendance is required for this course. Furthermore, attendance may be taken by course coordinator or instructors. Missing class for an unexcused absence will result in deduction of points (up to 2.5% grade deduction for each unexcused absence). Repeated late arrivals are deemed

unprofessional behavior and may also result in a deduction of points at the discretion of the course coordinator. Students who miss class are fully responsible for the information covered during the class sessions, which may be included on exams, quizzes or other assessments.

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s), or Dr. Vicki Howe if this absence is related to IPPEs, or Dr. Padilla if the absence is related to IPE. To secure approval for an absence related to travel for professional meetings or for events that fall outside of the criteria outlined in the Student Handbook, please refer to the Handbook for more information regarding required documentation for submission to the Office of Student Affairs.

Unique Dress Policy for Course: Students are encouraged to dress professionally for all classes (i.e., business casual). A pharmacy student/intern white coat, name badge, and professional attire must be worn at all times during IPPE. Additional guidance will be provided regarding dress code for IPE and visits to cultural sites. Please speak with course coordinator if you have questions regarding the dress policy.

Classroom Behavior: Students are expected to be professionals and will be treated as such unless circumstances deem otherwise. Any behavior that impairs student ability to learn will not be tolerated (e.g., side conversation, cell phone use, electronic device use for activities not related to coursework). Laptops may be used during class for taking notes. Using laptops for other activities than taking notes causes a disruption to the class around you.

Evaluation and Grading Policy

The grade assignments will be distributed as follows.

Type of Assessment	% Course Grade
Study Away Connections: Team Presentation	10%
Cultural Immersion Experience and reflection	10%
Journal Club Activity	15%
IPPE Worksheets/Activity	15%
Exam 1	20%
Exam 2	30%
IPPE (5 hours total) <ul style="list-style-type: none"> • Record and receive preceptor approval for minimum number of hours • Complete IPPE worksheets 	0% (Pass/Fail)
IPE (2 hours – counted as part of IPPE)	0% (Pass/Fail)
Total*	100%

*Attendance, class participation, and professionalism: 2.5% of course grade will be deducted for each unexcused absence in class. Patterns of tardiness or 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. Exam 1 will be worth 20% of the grade and Exam 2 (cumulative) will be worth 30% of the grade. The exams will be administered via ExamSoft®.

Study Away Connections/ Team Presentation: Students will have an opportunity to reflect on past Study Away experiences through a team-based presentation. This group activity is worth 10% of the course grade.

Journal Club 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 15% of the course grade.

Cultural Immersion Activity: Students will have an opportunity to participate in a cultural immersion experience and submit a written reflection. This activity is worth 10% of the course grade. The cultural immersion experience will involve the student attending a 1-2 hour cultural event. 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.

IPPE Activity Worksheets: Students will complete 2 separate IPPE activities which includes completion and submission of a worksheet for each IPPE activity. The worksheets are worth a total of 15% of the overall 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 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 personal self-control and professional decorum
- Holding himself/herself responsible for professional conduct
- Attending class and participating in Blackboard
- Maintaining communication with IPPE site and faculty mentor
- 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 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

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.

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

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

Students must participate fully in the course (e.g. complete required assignments/assessments, attend class) to be eligible for remediation. Please refer to the Student Handbook for end-of-course remediation policies and timelines (*see Table of Contents for End of Course Remediation*).

Exam Day Policy

Students must arrive on time for examinations. Students arriving after any student(s) has/have completed the exam and have left may not be allowed to sit for the exam, and may receive a score of zero. No allowances will be made for an exam being missed, other than documented illness or emergency. The student must contact the course coordinator for confirmation prior to the exam. If permission is granted to delay the exam; it is the student's responsibility to contact the course coordinator to arrange for an alternative exam time. In this event, the nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting on the final, etc.). An unexcused absence from an exam may result in a grade of "zero" for that exam and will result in an extra 5% deduction of the total overall course.

Student Expectations Prior to and During Examination:

Room and Seating: Randomized assigned seating may be utilized for each examination. Students must arrive to room 15 minutes ahead of examination. Students may not be permitted to be in the examination room prior to assigned seating. If the student arrives after the examination has started without proper justification, it will result in a 10% deduction from the student's earned exam score. No additional time will be provided for the examination. If another student has already completed his/her exam and left the exam room when an unexcused late student arrival occurs, the late arrival will not be permitted to sit for the exam and will receive a grade of zero.

Exams: Electronic exams need to be **downloaded at a minimum 2 hours prior to the examination to avoid a grade penalty** (up to 10% deduction). Repeated instances (> 1 time) of not downloading electronic exams will result in a referral to the professionalism committee on the SOP Progression Committee and may result in a 10% deduction from a student's earned exam score. Students are responsible for having a computer for electronic exams. Computers are available to check-out as a loan for exams from the ILC, and students should make early arrangements for securing computers. Students who show up without a computer to take an electronic exam will (1) be provided a paper exam, (2) may receive a grade deduction (up to 10% deduction) and (3) will receive a professionalism referral to the SOP Progression Committee.

Availability of items during exam: By default, faculty will provide scratch paper for examinations, unless faculty determines scratch paper is not necessary in which case students will receive advance notice that scratch paper will not be provided. Only faculty will provide scratch paper, and only scratch paper provided by the School of Pharmacy can be used during the examination. Any scratch paper utilized during an examination must have the student's name on every page and all pages must be turned in at the completion of the examination.

- No backpacks, purses, hats, large coats, and/or other bulky clothing permitted; these items need to be left outside the examination room or in an area in the exam room designated by the faculty/proctor.
- No food or drink allowed during an exam.

- No electronic devices (for example: watches, phones, calculators, etc.) are permitted on the student during an examination unless approved by the instructor prior to the examination or inspected upon entry into the exam room for approval. A specific model for calculators may be provided in advance of the examination to students.
- Disruption of examination time due to an electronic device can result in a grade penalty (up to 10% deduction).

Bathroom break: No bathroom breaks permitted during examinations unless a prior accommodation is made. Faculty maintain discretion over the permissibility of bathroom breaks; students should expect that a proctor will accompany them to the restroom and will wait outside the restroom if permission for restroom use is granted. No additional time will be provided for examinations when restroom breaks occur.

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/index.html> / 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:** FireFox, Internet Explorer (Do NOT use IE7), and Chrome
- 2) **For a Mac:** Safari, Firefox, and Chrome

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).

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

In order for UTEP to provide a stable learning environment, Thursdays from 12:00-6:00am MST are reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance. Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Technology Support Services will confer with appropriate student and faculty networks to provide appropriate notifications to those affected.

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>
- <http://caringeducators.tumblr.com/survival>

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

Date	Topic	Activity/Due Date	Faculty
Week 1 1/24/20	Course Introduction, Review of Syllabus, Overview of IPPE Expectations Cultural Approaches to Health, Illness, and Ethics: Revisiting Cultural Competency Models and Kleinman’s Patient Explanatory Model; Introduce Study Away Connections Team Presentation	Team Assignment: Study Away Connections Worksheet	Loya, Howe
Week 2 1/31/20	Study Away Experience Connections: Group Presentations and Large Group Debrief	Team Presentations Due 1/31/20 (upload by 8:00 am)	Loya, Sias, Pinal
Week 3 2/7/20	Birth/Childhood/Adolescence	Sign-up for Cultural Immersion Site Visits by 2/7/20 at 11:59 pm	Pinal
Week 4 2/14/20	Birth/Childhood/Adolescence		Pinal
Week 5 2/21/20	LGBTQIA health	Transgender Health IPE, Friday, Feb. 21, 12:15 -5:00 pm, UTEP UGLC	Sias (class)/ Padilla (IPE)
Week 6 2/28/20	Women’s Health (Pregnancy and reproductive health)	Section 1 Journal Club Due 2/28/20 by 11:59 pm	Pinal
Week 7 3/6/20	***Journal Club #1 – Sect (Pediatrics, LGBTQIA, Women’s Health)*** Men’s Health		Loya/Sias/Pinal Loya
Week 8 3/13/20	***Exam #1*** Person’s with disabilities		Loya
Spring Break 3/16/20-3/20/20			
Week 9 3/27/20	Cesar Chavez Day: No classes	Environment of Care IPPE Worksheet Due 3/27/20 by 11:59 pm	
Week 10 4/3/20	***Environment of Care IPPE Debrief*** Mental Health	Section 2 Journal Club Due 4/3/20 by 11:59 pm	Loya/Sias/Howe Sias
Week 11 4/10/20	***Journal Club #2 (Men’s Health, Disabilities, Mental Health)*** Older Adults	Pt Explanatory Model IPPE Worksheet Due 4/10/20 by 11:59 pm	Loya/Sias/Pinal Loya
Week 12 4/17/20	***Patient Explanatory Model IPPE Debrief*** Pain management	Cultural Immersion Reflection Due 4/17/20 by 11:59 pm	Loya/Sias/Howe Loya
Week 13 4/24/20	End of life	Section 3 Journal Club Due 4/24/20 by 11:59 pm	Sias
Week 14 5/1/20	***Journal Club #3 (Older Adults, Pain Mgmt, End of Life)*** Pharmacists’ Patient Care Process (PPCP) and Course Connections		Loya/Sias/Pinal Loya/Sias
Week 15 5/8/20	No Class – Dead Day (study time)		
Finals Wk	***Exam #2 (Comprehensive)***date/time TBD		