



**School of Pharmacy - Required Course Syllabus Fall – P1 Year**

**Course # PHAR 6324 / Culture, Literacy and Community Health (CLCH)**

**Track:** Global Health Colloquium (GHC)

**Course Dates:** August 26 – December 6, 2019

**Tuesdays 1-2:20 pm / Wednesdays 11-11:50 am + Service-Learning Site Hours/ Room:** Campbell Building, Rm 212

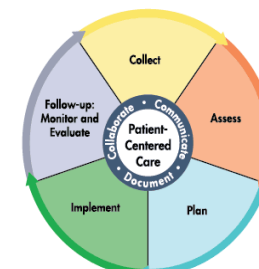
**Service-Learning / Study Away Aligned Course**

**IPPE:** 8 hours/ IPE: 0 hrs

Course & Service-Learning Coordinator/Faculty	Other Faculty Instructor	Community Partners
Jeri J. Sias, PharmD, MPH <b>Office Phone:</b> (915) 747-8599 <b>E-mail:</b> <a href="mailto:jjsias@utep.edu">jjsias@utep.edu</a> <b>Office Hours</b> <b>Mon:</b> 2:30-3:30 pm <b>Tue:</b> 2:30-3:30 pm or by appointment	Amanda M. Loya, PharmD, BCPS <b>Office Phone:</b> (915) 747-8534 <b>E-mail:</b> <a href="mailto:amloya1@utep.edu">amloya1@utep.edu</a> <b>Office Hours:</b> To Be Announced during content	See Community Service Sites (found in Blackboard®)
<b>Office Hours:</b> <i>The coordinator will post office hours and accommodate all students as time permits. Students may request an appointment (outside of posted office hours) with the coordinator in person or via e-mail. Individual guest faculty should provide office hours during lecture days. All appointments for guest faculty should be made at least 2 business days in advance.</i>		
<b>Service-Learning Scheduling and Core ELMS®:</b> Sara C. Smith, PharmD, P1 Clinical Coordinator <a href="mailto:scrigo@utep.edu">scrigo@utep.edu</a> / Office: 915-747-8270		

**Course Description:** This course will introduce the concept of cultural and community competency by allowing for exploration of the potential impact of cultural values, beliefs, and practices on patient care outcomes. To reinforce concepts, course assignment will be based on understanding the geography, history, context, and culture of the Paso del Norte community and beyond. The course will also explore the different aspects of health and medication literacy including methods for assessments. Public health concepts addressed include population health initiatives, social determinants of health, and national and community-based public health programs. Through the inclusion of a service-learning component in this course, students will be engaged in their communities to allow them to develop skills towards becoming civic-minded healthcare professionals.

**LINK to STUDY AWAY:** The CLCH course will serve as a “preview” or “pre-immersion” course to the **Study Away** program. During this course, students will gain foundational skills to learn about communities and health to prepare them for the Study Away experience using a Community Competency framework (history, geography, culture, context).



**Source:**  
<http://pharmacylibrary.com/doi/book/10.21019/9781582122564> Accessed: 2018 Jul2

**Pharmacists’ Patient Care Process:** The CLCH course will incorporate methods on how to **collect** subjective patient information related to socio-economic status and other culturally-relevant issues while understanding the context of their community and environment (Social Determinants of Health). These skills will aid students in developing and a more culturally and linguistically appropriate **plan**.

## Course Learning Objectives

At the conclusion of this course, students shall be expected to:

Course Objectives	CAPE Outcomes	PCOA	NAPLEX	Level of Assessment (I) Introduce, (R) Reinforce, (A) Apply
<p><b>1. Apply principles of culture, literacy and community health to understanding the landscape of health, population health, and healthcare in the United States</b></p> <p><b>Objective 1.1:</b> Evaluate personal and community health care beliefs and values (Attitudes)</p> <p><b>Objective 1.2:</b> Discuss community healthcare issues through background readings and speakers (Knowledge)</p> <p><b>Objective 1.3:</b> Evaluate cultural and health issues in the changing demographics in Texas and US (Skills)</p> <p><b>Objective 1.4:</b> Promote critical thinking and problem-solving through reflection and discussion (Skills)</p> <p><b>Objective 1.5:</b> Develop skills to reach patients from different literacy levels</p>	<p><b>1.1 Learner (Learner)</b></p> <p><b>3.5 Cultural sensitivity (Includer)</b></p> <p><b>4.1 Self-awareness (Self-aware)</b></p>	<p><b>3.1 Health Care Delivery Systems and Public Health</b></p> <p>3.1.3 <u>Social</u>, political and economic factors that influence the delivery of healthcare in the U.S.</p> <p>3.1.4. Public Health and Wellness: chronic disease prevention, health promotion, infectious disease control, <u>demographics, physical, social, and environmental factors leading to disease</u>, comparing and contrasting public health with individual medical care</p> <p><b>3.3 Economic and Humanistic Outcomes of Health Care Delivery</b></p> <p>3.3.3 Humanistic Outcomes and their application to improve the allocation of limited health care resources</p> <p><b>3.7 Ethical Decision Making</b></p> <p>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 a pharmacist (<u>cultural perspectives</u>)</p> <p><b>3.9 Social and Behavioral Aspects of Pharmacy Practice</b></p> <p>3.9.1 <u>Health-, illness-, and sick-role behaviors of patients</u></p> <p>3.9.2 Principles of behavior modification</p> <p>3.9.3 Patient adherence to therapies and recommendations</p>	<p><b>1.1.0 Obtain, interpret, assess, and/or evaluate...</b></p> <p>1.1.1 Information from patient interviews</p> <p>1.1.3 Results from instruments and screening strategies used to assess patients</p> <p><b>1.3.0 Assess and modify individualized treatment plans, considering...</b></p> <p>1.3.4 Medication non-adherence or misuse</p> <p><b>1.4.0 Techniques for effective communication/ documentation of the development, implementation, and assessment of individualized treatment plans to...</b></p> <p>1.4.1 Patients and/or patients' agents</p>	<p><b>I, A</b></p>
<p><b>2. Be engaged in community as civic-minded health care</b></p>	<p><b>3.3 Patient Advocacy (Advocate)</b></p>	<p><b>3.8 Professional Communication</b></p> <p>3.8.4 Measurement and use of health literacy in pharmacy communications</p>		<p><b>I, A</b></p>

<p><b>professional students who can work in teams with community leaders</b></p> <p><b>Objective 2.1:</b> Connect students to health-related community services and program (Knowledge/Skills)</p> <p><b>Objective 2.2:</b> Evaluate the role of citizens and communities in addressing health care issues (Skills)</p> <p><b>Objective 2.3:</b> Complete a small project with the community partner</p>	<p><b>3.5 Cultural sensitivity (Includer)</b></p> <p><b>3.6 Communication (Communicator)</b></p> <p><b>4.3 Innovation &amp; Entrepreneurship (Innovator)</b></p>	<p>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</p>		
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\*Level of Assessment: I-Introduce, R-Reinforce, A-Apply

### 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.

### Additional / Detailed Course Meetings & Location

The course is a 3-credit hour course. The course will have mixture of lecture and experiential activity and will meet in **Campbell Rm 212 building for 1 hour and 20 minutes on Tuesdays and 50 minutes on Wednesdays for a total estimated 2.5 contact hours in the traditional classroom.** Students also participate in weekly assigned Service-Learning, Community-Engagement, and outings/field opportunities (~1-2 hours/week) at various community, non-profit, and city-based agencies with designated hours counting as IPPE.

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

**IPPE:** Introductory Pharmacy Practice Experiences (IPPEs) that are incorporated within didactic classes will require mandatory attendance. This class has a total of **8 IPPE hours** that the student completes. The IPPE component of the class is pass/fail.

In a major disruption (e.g., H1N1 epidemic, subzero weather), 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:

Accessing Course Content on 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 6324*. 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” you are ultimately responsible to ensure that your 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 ExamSoft® (or CORE ELMS®). 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 your online account, please contact **Adrian Enriquez** ([aealonso@utep.edu](mailto: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 to avoid 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.

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**Expectations of Students during Course, Service-Learning, IPPE, Community-Related Activities:**

**Student Expectations:** Students are expected to pace themselves during the course and use time management skills. There will be a minimum of six weeks of attendance (up to 10 weeks) required at service-learning/IPPE sites with assignments/projects due every 2-3 weeks and 2 exams.

Students should recognize that working with underserved and/or diverse communities in health professional shortage areas often requires persistence and the ability to adapt. Students should have an open mind when visiting sites and be willing to “pitch in” and help where appropriate. It is the student’s responsibility to be pro-active in contacting sites and maintaining a routine schedule at the site (just as a pharmacist is responsible for completing work assignments/duties). Any questions or concerns should immediately be addressed with the faculty mentor and course coordinator.

Students should also recognize that this course is not designed to replicate a pharmacy clerkship or internship (IPPE/APPE); a pharmacist will likely not be involved. Therefore, students should **not** provide drug information or counseling during the course of their service-learning experience. However, the student is always representing the pharmacy profession and should act in accordance with professional conduct and the Oath of a Pharmacist.

Learning occurs through an iterative process of action and reflection. Some learning and application to pharmacy may not be obvious, but through the process of reflection, will become apparent over time.

#### CORE ELMS Online Assessment Requirements:

This course requires the use of CORE ELMS and Blackboard. Students are responsible for ensuring they have access to CORE ELMS before the beginning of the IPPE/APPE. If you cannot access your online CORE ELMS account, please contact Alma Dominguez ([arsaldana2@utep.edu](mailto:arsaldana2@utep.edu)) to resolve this issue. Assessments (e.g., assignments, quizzes, and exams) may be disseminated before the due date. This requires students to download the assessment using an internet connection. 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).

### **Introductory Pharmacy Practice Experience (IPPE)**

IPPE hours and activities have been assigned to this course. Students will be responsible to complete a total of **8 IPPE hours** as part of this course (note: these are NOT on top of the service-learning site but are a part of the site). The OEE will be responsible for review of which hours align with the Texas State Board of Pharmacy as direct pharmacy supervision. The IPPE requirements of the course (e.g. site assignments) will be coordinated by Jeri Sias, PharmD as part of Service-learning experience with guidance from the Office of Experiential Education.

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

During the semester, students may be able to select IPPE slot preferences through CORE ELMS. 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 Program Director.]

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### **Methods of Instruction/Learning**

The course coordinator may adapt the syllabus/course calendar to support student and course success.

*The learning outcomes in this course will be achieved via:*

1. **Outside Preparation: Readings and Computer assignments**
  2. **In-class Discussion**
  3. **IPPE and Community Engagement: Service-Learning Orientation and Hours with Community Activities (~ 20 hours)**
  4. **Written On-line Reflections**
  5. **Assignments/Projects**
  6. **Team Assignment/Activity**
  7. **Field Trips**
  8. **Exams/Quizzes**
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### **Required Course Technology/Tools/Needs**

#### **Course Requirements:**

Required Readings: Various articles may be posted for each module.

#### Required Textbooks:

- (ONLINE – Pharmacy Library) Halbur KV, Halbur DA. Essentials of Cultural Competence in Pharmacy Practice, APhA, 2008. DOI: 10.21019/9781582121130.fm
- (ONLINE – Access Pharmacy® ) DiPiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey, LM. Pharmacotherapy: A Pathophysiologic Approach, 10<sup>th</sup> Edition. McGraw Hill, 2017. ISBN 978-1-259-58748-1

#### Recommended Textbooks:

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

#### 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)
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## Evaluation and Grading Policy

### Assignment of grades:

The grade assignments will be determined as follows...

Type of Assessment	Total Points	% Course Grade
Exam #1	50	12.5%
Exam #2	50	12.5%
Assignments/Projects (graded)	100 points total for 4 projects 1) Community Landscape (individual/group) (25 points) 2) Health Literacy Part A (individual) & B (group) (10/20 points) 3) Cultural Group Presentation (25 points) 4) Study Away Presentation (individual) (20 points)	25%
IPPE/S-L Reflection/Worksheets (graded)	100 points for 3 submissions of reflections/worksheets 1) Introduction (10 points) 2) Mid-Term (45 points) 3) Final (45 point)	25%
Service-Learning (6 hours approved in Core ELMS)	100 points (complete or not complete)	25%
IPPE (8 hours approved in Core ELMS)	0 points (pass / fail)	0% (pass / fail)
<b>Total</b>	<b>400 points</b>	<b>100%</b>
Attendance, Class Participation, and Professionalism	0 points (2.5% deducted for each unexcused absence in class, at service-site, and/or community outings up to 10% of final grade) Patterns of tardiness and other unprofessional behavior may result in up to an additional 10% deduction of the total grade (up to 20% total)	0%

**Grade Assignment\*:** Grades will be distributed using the following scale.

**A = 90 – 100%**

**B = 80 – 89%**

**C = 70 – 79%**

**D = 60-69%**

**F = < 60%**

\* The course coordinator may curve the grades to support student/skill acquisition and course success.

All Assessments will be administered via ExamSoft®, unless noted otherwise.

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 facilitator as soon as he/she encounters any difficulty in the course.

**A. Exams:** There will be two (2 exams) administered during the semester. Directions will be provided on Blackboard® and/or in class. All exams will be administered via ExamSoft®, unless noted otherwise.

**B. Reflections/Blackboard® Assignments:**

Reflections/Blackboard® discussions will be required. Individual reflection assignments will be posted in Blackboard® or provided in class. Students must use correct spelling, capitalization, and grammar – errors can lead to a two (2) letter grade drop for the reflection. Students will be graded on quality of content (e.g., depth of reflection, specific examples) as well as style (e.g., word choice, word count, sentence variety) appropriate for the reflection prompt. Further, reflections that are submitted late will receive a letter grade drop for each day the submission is late. **The specific reflections and rubric will be provided to students via Blackboard® and in class.**

Assignments and projects in the class are designed to achieve the learning objectives and may include (but are not limited to): community events, field trips with worksheets, reading assignments, individual or group presentations, and projects for the service site. **Further directions will be provided on Blackboard® and in class.**

**C. Community Competency: Service-Learning, IPPE and Community Activity Hours**

**1. Hours:** Students complete a **20 hours** that they will spend in the community (out of traditional classroom) experiential learning for an average of 1-2 hours per week during the semester. **Eight (8) of these hours will count as IPPE** and are linked to completion of assignments and/or worksheets. These 20 hours include on-site orientation (at the site), service-learning, IPPE, activities outside of the classroom, and field trips during the semester. Hours needed to prepare for projects at the site (unless approved in advance by course coordinator) are not counted in the hours.



**Breakdown of 20 hours in Community\***

<b>Course Activities in Community</b>	<b>Service-Learning Site</b> (note: must be at site a minimum of 6 weeks)	<b>IPPE Site</b> (linked to Service-learning site)	<b>IPPE Project</b> (health literacy project)
<b>6 hours</b>	<b>6 hours</b>	<b>6 hours</b>	<b>2 hours</b>
Graded activity	Part of course grade (completed/not complete)	Pass/Fail	Graded
Documented in CoreELMS®	Documented in CoreELMS®	Documented in CoreELMS®	Documented in CoreELMS®
<b>Examples:</b> Community Landscape tour, class field trips, site orientation, community competency (history, geography, culture, context)	Note: These Service-learning and IPPE hours will occur at the same service-learning site for a total of 12 hours		

\* Concerns regarding completion of hours at Service-learning/IPPE site should be addressed immediately with Dr. Sias

Due to the nature of the service-learning experience, it is essential that the faculty mentor and/or service-learning coordinator have contact/confirmation with the community agency prior to the student completing service hours. Therefore, any hours completed prior to approval by the faculty mentor and service-learning coordinator may not be counted toward the required service-learning hours.

**2. Documentation:** The following should be completed with the community service sites:

- a) UTEP Indemnification/Release form
- b) Volunteer forms, background checks, and immunization records (as applicable)
- c) Hours of service and community engagement (CoreELMS®)
- d) Other forms as needed for service-learning and community engagement

**D. Attendance / Class Participation / Professionalism – 0% of grade:** Conduct for activities and outings related to the class represent the student, the School of Pharmacy, and the pharmacy profession. While attendance, participation, and professional conduct do not earn points toward the final grade, they are expected behaviors of each student.

However, lack of professionalism and/or attendance at the service site or community outings will contribute to grade deductions. If students do not meet attendance requirements (-2.5% per missed event up to 10% total grade deduction) and lack professional conduct (e.g., tardiness/respect for others up to 10% additional deduction), they may receive deductions up to a total of 20% of their final grade.

The course coordinator may also include participation quizzes or site check-ins as a mechanism to assess attendance and professionalism. 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 good professional conduct include, but are not limited to:

- Following instructions
- Arriving on time (or prior to) an event
- 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 service site and faculty mentor
- Refraining from use of cell phones/texting inappropriately

### **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).

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s). 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.

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s). For site experiences (Service-learning and IPPE), please contact the course coordinator and the service-learning site coordinator. 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.

**Time commitment:** Student course load will average approximately 6-9 hours/week (2-3 hours for every course credit hour). Students are expected to be present and actively participate in all class sessions and Blackboard® activities/assignments. On-time class attendance may be taken at each class period (see grade assignment Attendance / Class Participation / Professionalism). Regular participation/attendance must occur with service-learning site (~1-2 hours per week) combined with community-based activities for a combined total of 20 documented hours prior to finals week.

Arrangements to make up any absences and assignments must be reviewed with the service-learning coordinator and service-learning mentor. Any absences (even excused) may result in partial reduction in grade.

Contacting the course coordinator by e-mail is the best form of documentation of an excused absence in advance of the start of each class. However, in an emergency, students should call the coordinator by phone and leave a message as well as documenting in a follow-up e-mail. If a student cannot make it to their site due to illness or emergency, the student must contact the faculty coordinator and the site mentor to have the absence excused. However, hours still must be completed. The form of communication should be determined by the faculty and site mentors.

### **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.

### **Expectations of Students During Course**

It is the responsibility of the **student** to monitor his/her progress during the course. Students should seek advice and assistance from the course facilitator as soon as he/she encounters any difficulty in the course.

### **Unique Dress Policy for Course:**

**Service-learning site/Community Engagement activity:** Students should participate at site in business casual attire. For example a UTEP or School of Pharmacy polo, khakis, and comfortable shoes (no tennis shoes) appropriate for office would be fine. Please wear name tags or a form of identification on your shirt. For La Fe Prep School, any tattoos must be covered. Depending on the site activities, students may also be able to wear nice UTEP t-shirt with jeans and tennis shoes (e.g., sports after school program). Please wear name tags or a form of identification on your shirt at the service-learning site.

When participating in Community-Engagement activities, students are representing UTEP and the School of Pharmacy. While wearing a name tag may not be appropriate, it would be fine to wear business casual attire, orange/blue attire, or even nice UTEP shirt with jeans (depending on the event). If students are asked to sign-in or introduce themselves, students should realize that they are representing the school. (Note: community-engagement activities will often require a photo or “selfie” to document attendance)

**IPPE:** Pharmacy student/intern **white coat**, name badge, and professional attire must be *worn at all times* during IPPEs (unless other information is provided to the student).

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### **Exam Day Policy**

Students must arrive on time for examinations. Students arriving after any student(s) has/have completed the exam and have left the ILC 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.

### **Student Expectations Prior and During Examination**

Seating: Randomized assigned seating will be utilized for each examination.

Room: Students must arrive to room area 15 minutes ahead of examination. Students are not 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** as dictated in the syllabus [example 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 as stipulated in the course syllabus, 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. Any exemption will be noted accordingly in the syllabus.

- 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 specified in the course syllabus or provided in advance of the examination to students.
- Disruption of examination time due to an electronic device can result in a grade penalty as stipulated in the syllabus.
- 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.

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### **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.

**Regrade Request:** Students who would like to have a regrade request for assignments or exam must submit a written request (sample will be provided on Blackboard® or in class) **within 48 business hours** from release of the grades.

### **Remediation Policy**

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 Table of Contents for End of Course Remediation*).

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### **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](http://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 Phones**

Students should carry cell phones, but keep the phone on the 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 use 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, laptops 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](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](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](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](mailto: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/>

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#### **Additional Information**

##### **Campus Concealed Carry:**

Effective August 1, 2016. <https://www.utep.edu/campuscarry/>

##### **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](http://suicidepreventionlifeline.org)
- **Veterans Crisis Line: 1-800-273-8255 / [www.veteranscrisisline.net](http://www.veteranscrisisline.net)**
- NAMI (National Alliance on Mental Illness) of El Paso: 915-534-5478 / <https://namiep.org>
- <http://carineducators.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/>]