



School of Pharmacy

Required Course Syllabus –Spring 2023–P1 Year

PHAR 6121 (1 credit hour)/ Track: Global Health Colloquium

Spanish for the Pharmacy Professional IB

Course Dates: Jan 17 - May 12, 2023 | **Time:** Tuesdays 1:00-2:20 pm & 2:30-3:50 pm

Sections: Ms. James' group – RM 504 - CRN 23755 (1 pm) and 23757 (2:30 pm)

Dr. Mendoza's group- RM 505 - CRN 23756 (1 pm) and 23967 (2:30 pm)

(IPPE – 2 hrs SIM / IPE: 0 hrs)

Course Primary Coordinator/ Instructor: Laura Mendoza, PhD, lemendoza2@utep.edu Office hours: TUESDAYS 12:15-12:45 pm <i>Provided in Blackboard®</i>	Course Co-Coordinator / Instructor: Jeri J Sias, PharmD, MPH, jsias@utep.edu Office Room 714 / 915-747-8599 Office hours: RM 714 Tue 2:30-3:20 pm Wed 2:30-3:20 pm or by appointment (TEAMS online)
Course Instructor: Susana V James, MFA, msjames@utep.edu Office hours: TUESDAYS 12:15-12:45 pm <i>Provided in Blackboard®</i>	Course Instructor (OSCEs) Michelle Martinez, MPH pmmartinez2@miners.utep.edu
IPPE (Introductory Pharmacy Practice Experiences) Contact	
P1 Courses: Cristina Ortega, PharmD caortega2@utep.edu 915-747-8183, Rm 705 <i>Office hours: Provided in Blackboard®</i>	

Office Hours Statement:

Dr. Mendoza will have mixture of live and virtual office hours. Dr. Sias will have live office hours and available by appointment (virtual or in person). Updates to office hours will be posted in Blackboard for each instructor. In general, office hours will be a mixture of live and virtual by each instructor. Students may request an appointment with the coordinator in person or via e-mail. Individual guest faculty should provide office hours during lecture days. All extra appointments should be made at least 2 business days in advance.

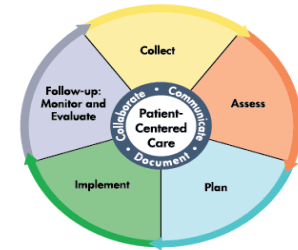
Questions related to the course in general and Blackboard® should be directed to the course coordinator, Dr. Sias or Dr. Mendoza, whereas content/topic-specific questions should be directed to the instructor

If Virtual

Virtual Office Hours will be synchronous through a UTEP-approved platform (e.g., Microsoft Teams, Blackboard, or Zoom) and will be used to discuss problematic exam questions and any course logistic problems. The course coordinator will try to respond as soon as possible (generally within 24-48 hours). When sending an email, send through the Blackboard® course email or place the course number and name (e.g., PHAR 6120 Span Rx IA and the issue/topic in the subject line of the email). For individual faculty, please email faculty for their online office hours.

Course Description

Spanish Rx Professional IB: This course is designed to provide professional Spanish communication skills for the pharmacist. Students will develop/ refine their communicative proficiency in the use of the Spanish Language in the pharmacy/clinical settings with dominate Spanish speaking patients. Students will participate in language tasks through listening, reading, writing, and conversation. The goal of this course is to make it possible for students to communicate in Spanish with those whose dominate language is Spanish.



Source: <https://doi.org/10.21019/9781582122564.ch6>

Topics include:

- Medication counseling and confirmation
- Clinical Questions (Objective) of SOAP format
- Health and Wellness
- Cultural perspectives of health and wellness

Pharmacists' Patient Care Process (PPCP): Students will use the Pharmacist's Patient Care Process throughout class to **communicate** and learn how **collect** subjective patient information in Spanish.

<https://icpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>

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

Introductory Pharmacy Practice Experience (IPPE)

- IPPE hours and activities have been assigned to this course coordinated by Dr. Cristina Ortega (Office of Experiential Education). Students will be responsible to complete **up to a total of two (2) SIMULATED IPPE hours.**
- To guide this experience, students will complete a checklist/activity documenting the achievement of each learning objective. Specific information regarding these elements will be available to students in the Blackboard Course and CORE ELMS as appropriate.

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

Course Learning Objectives (mapped to National Pharmacy Education Outcomes)

At the end of this course, students should be able to communicate in basic Spanish with a dominant Spanish-speaking patient as outlined in the objectives below: **(Level of Assessment: I-Introduce, R – Reinforce, A – Apply)**

Course Objectives	CAPE Outcomes	PCOA	NAPLEX (2021)	Learning Activities	Assessment Measures	Level of Assessment I, R, A
Objective 1 Interview patients in Spanish using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.	2.1 Patient Centered-Care (Caregiver) 3.5 Cultural sensitivity (Includer) 3.6 Communication (Communicator)	3.8.1 verbal, nonverbal, visual, and written) with patient 3.8.3 Assertiveness and problem-solving techniques in relation to difficult social and professional conflicts and situations	1.2 – From patients: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background 5.5 – Instructions or techniques for drug administration 6.4 – Vulnerable populations, special populations, or risk prevention programs	<ul style="list-style-type: none"> • <i>Vocabulary words & phrases</i> • <i>Grammar tips</i> • <i>Audio files</i> • <i>Small group dialogues</i> • <i>Live & simulated experiences</i> 	<ul style="list-style-type: none"> • <i>Weekly Quizzes</i> • <i>Vocabulary Quiz</i> • <i>Oral Presentations</i> • <i>Class Participation</i> • <i>Homework</i> • <i>IPPE worksheet</i> • <i>Fish Bowl OSCE</i> 	I, R
Objective 2 Actively listen and ask appropriate open and closed-ended questions to gather information.	4.4 Professional (Professionalism)	3.8.5 Development of cultural competency in pharmacy personnel such that services are respectful of the responsive to the health beliefs, practices, and cultural and linguistic needs of diverse patient populations		<ul style="list-style-type: none"> • <i>Small group dialogues</i> • <i>Live & simulated experiences</i> 	<ul style="list-style-type: none"> • <i>Oral Presentations</i> • <i>Class Participation</i> • <i>IPPEs</i> • <i>Fish Bowl OSCE</i> 	I, R, A
Objective 3 Demonstrate an attitude that is respectful of different cultures.						I, R, A
Objective 4 Demonstrate empathy when interacting with others.						I, R, A

IPPE OBJECTIVES: At the completion of the IPPE activity, students should be able to complete the objectives outlined:

IPPE/SIM	Activity	Location/Date/Time
SIM 2 hours	<p>Oral presentations, Online Verbal/Listening Exams, and weekly Simulated Pharmacist-Patient encounters in Spanish</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply patient interviewing skills in Spanish to collect subjective information • Demonstrate comprehension by listening and documenting medical information in Spanish and English 	Refer to course calendar

At the end of the six-semester sequence, learners should be able to:

- Recognize common holidays, cultural events, local food, and health beliefs found in the border region (P1-P3)
- Communicate formally and professional courtesy with patients (greetings/closure) (P1-P3)
- Collect health-related data from patients (e.g., allergies, medications used, symptoms, reaction, SCHOLAR (P2)) (P1-P3)
- Conduct basic assessment of patients (e.g., blood pressure, listening to heart/lungs, diabetes) (P2-P3)
- Give formal instructions to patient (command) for medication (P1-P3)
- Counsel/Educate patients on medication (e.g., Ask Me 3/Teach Back) verbally (P1-P3)
- Use language that is patient friendly and at an improved health literacy level (P1-P3)
- Understand (clarify) patient information about medication or health (P1-P3)
- Communicate basic health, medication and lifestyle information in writing (P3)
- Conduct a medication review for adherence and medication use (P3)

Additional / Detailed Course Meetings & Location

Weekly Language Lab: This language lab course will take place on campus (face-to-face) in the assigned lab room and **based on emergency will have** virtual synchronous sessions using the Blackboard® Collaborate feature on Blackboard®. This lab is blocked for 1 hour and 20 minutes each week. Class will be held in person for 1 hour each week with students completing approximately 20 minutes of course preparation/weekly quizzes asynchronously. Homework and assignments may take 1-2 hours each week.

Classes will take place on **Tuesdays (depending on course section)** from 1PM for 60 min and 2:30 PM for 60 min unless otherwise noted on the syllabus for oral exams. Updates will be announced via Blackboard®. All lectures will be recorded and posted the next business day for students' availability. Occasional class sections (oral exams) may be conducted together to facilitate learning activities and blocked for the afternoon (between 12:30-5:30 pm). Students will be informed of their assigned course exam time (~30 minutes).

Every effort will be made to post course material at least 4 business days prior to the next class. *Virtual synchronous labs will be recorded*. Oral and written exams will be held at the posted lecture time as outlined in the course calendar. Exams will be held on dates provided in the course calendar until otherwise stated. The final exam will occur during finals week.

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 and CoreElms):

This semester the course will be taught **on CAMPUS** using Blackboard as the primary learning management system.

Accessing Course Content on Blackboard and Live (Synchronous) Online Classes: All lectures, handouts, and course material will be located in Blackboard. Classes, which will occur in a synchronous way using the Blackboard Collaborate feature, will be also accessed through Blackboard. Log into MyUTEP.edu and click on the Blackboard link to access the online course [PHAR 6121] Log into My UTEP.edu and click on the Blackboard link to access the online course for PHAR 6121. 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.

NOTE: IPPE - All experiential education materials (e.g. worksheets) will be located in CoreELMS® .

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Methods of Instruction/Learning

UTEP or SoP may change to primarily online course if major disruption (e.g., pandemic, weather). For tips on succeeding in an online environment, see: <https://www.utep.edu/extendeduniversity/utepconnect/blog/february-2017/tips-for-online-learning-success.html>.

The learning outcomes and assessment processes for this course will be achieved via the following activities:

1. **Outside Preparation and Homework/Discussion Boards:** students are expected to complete homework, review/study vocabulary/phrases and apply grammar tips for pharmacy encounters
2. **In-class Cuénteme Practice/Dialogues:** allow for students to apply Spanish vocabulary and grammar concepts
3. **Oral Spanish presentations and Simulated Patient Interviews (Spanish):** provides practice in interview skills and practice integrating clinical information while integrating listening practice
4. **Written Exams (Respondus Lockdown Browser):** online exams (no notes) allow students to reinforce vocabulary, phrases and selected grammar
5. **Open-Book Quizzes:** help students review and/or practice Spanish pharmacy vocabulary, grammar, and phrases
6. **Fish Bowl Verbal/Listening/Documentation Exams:** Students participate in a “fish bowl” style exam with 1 student conducting a patient consultation with a patient actor while the remaining classmates complete a listening exam. All students in each section must conduct one patient consultation per OSCE. Students will complete between 4-13 mini-cases during an exam
7. **IPPE:** provides simulated and/or real-world pharmacy practice experiences

Required Course Technology/Tools/Needs

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

1. Computer/laptop. Audio (speaker & microphone) and video (camera) **MUST be checked** to be functional for online synchronous classes and online exams.
2. ExamSoft®
3. Blackboard® (with Respondus®)

Required Textbooks: (Students are expected to have online materials readily available and open to lesson each week)

1. *Spanish for the Pharmacy Professional* (Sias, James, Cabello C. de Martínez) – online ****HARD COPY STRONGLY RECOMMENDED**** Bookmark **ONLINE** available in APhA® PHARMACY LIBRARY. **Bookmark** the audio version of the Spanish dialogues found online through the American Pharmacists Association. Students are expected to listen to dialogues/conversations to assist with pronunciation and overall listening skills in preparation for class at their own pace. These audio clips may be downloaded as MP3 files.
2. *Spanish Conversation Guide Using The Pharmacists' Patient Care Process* (Mueller, Sias, James)
Bookmark **ONLINE** available in APhA® PHARMACY LIBRARY
3. Online resource for Patient Assessment in Spanish (may be printed for class)
4. Spanish Dictionary (online)

Recommended:

The following text will be helpful for grammar to help students to conjugate verbs for homework and study:

- Basic Spanish Grammar, 6th Ed (Used: ~\$5-New: ~\$84)–Jarvis AC, Lebreo R, Mena-Avilon F
- Barron's Spanish Verbs (~\$12).
- Students may also use online resources to find grammar assistance
 - <http://www.cdc.gov/spanish/>
 - <http://www.nlm.nih.gov/medlineplus/spanish/personalhealthrecords.html>
 - <http://www.studyspanish.com/>
 - <http://www.practicingspanish.com/basics.html>

Laptop Computer

- Students are expected to bring laptop computers to the class each day for participation in 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).
- **Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams.**
- (if online) Students should be ready at any time to share their screen with classmates/faculty for course learning

Calculator

- Not required for this course

Software/Technology must be tested in orientation/first week of courses to ensure functionality.

- **Blackboard® Collaborate: Chrome Browser**
- **Microsoft® Teams (for Office Hours)**
- **Blackboard® Respondus Lockdown**
- **IPPE: CoreELMS® for Experiential Learning**
- *ExamSoft® Exam Monitor – not anticipated to be used*
- Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams

Attendance

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).

Attendance is a class/lab requirement. Attendance will be taken in the form of participation during their assigned lab on campus. **Missing class for work or IPPEs is NOT a valid reason for your absence.**

Student absences must be cleared with course coordinator in advance. If more than one absence occurs without course coordinator approval, a letter grade drop will be given to the student.

If a student has an **excused absence**, they should immediately notify the course coordinator(s) and instructor(s) and Director of Student Affairs (Mrs. Carmen Ramos: crtorres2@utep.edu).

(*IPPEs*** also contact preceptor and Clinical Coordinator and carbon copy the Director of Experiential Education).**

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.

Who to contact/how document absence: **Dr Jeri Sias and Dr. Laura Mendoza (course coordinators) via Blackboard® email at jjsias@utep.edu.**

Out of class preparation: Students are expected to review vocabulary, verbs, and dialogues prior to each class/quiz as outlined in weekly Blackboard postings.

In class participation: Active participation in group discussions and “Cuénteme” dialogues will assist students in language acquisition. Practicing speaking is essential to language improvement and acquisition.

Classroom / Online Etiquette

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.

ONLINE: 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.

Expectations of Students During Course

It is the responsibility of the **student** to monitor their progress during the course and see that they are maintaining the required competency level. Students should seek advice and assistance from the course facilitator as soon as they encounter any difficulty in the course.

Tutoring is available with the course instructors, coordinators, and TAs. If the course instructor/coordinator recommends tutoring, it should occur with an approved tutor.

Unique Dress Policy for Course

During weekly online discussions, students are expected to be able to have their audio and video enabled and working and should dress appropriately. The instructors recognize that technical issues occur. However, students should demonstrate active process to resolve technical problems prior to the upcoming class.

****Students are expected to dress business casual with white coat for oral presentations and oral exams (Fish Bowls) as these learning opportunities are part of simulated IPPE experiences.****

COVID-19 Precautions

****If the course meets on campus during the semester, then all CURRENT public health precautions/measures should be taken. For up-to-date UTEP policies, please see: <https://www.utep.edu/resuming-campus-operations/?home>**

Evaluation and Grading Policy

Course point distribution will be as follows: (Approximately - 80% oral / 20% written/listen)

Type of Assessment	Total Points	% Course Grade
Weekly Competency Quiz (up to 10 open-book quizzes), Homework	100	20%
Vocabulary /Grammar Exam (2) – Blackboard® Respondus	100	20%
Discussion Board (3 - 10 pts each) + Oral Presentation (2 – 35 pts each)	100	20%
OSCE Exam (2) – Oral + Listen/Written	200	40%
IPPE		(Pass/Fail)
Cuénteme (Dialogue practice & participation – (Make-up: Office Hours, Video 4-7 minutes for topic of week)	0*	0%*
Total	500	100%

Reflects active participation and professionalism throughout class. Lack thereof may lead to a drop in letter grade. **Failure to attend class will result in a 10-point deduction per class (live, tutoring, or submission of make-up work) up to 1 letter grade (50 points). Students MUST submit make-up video for a missed (excused) class prior to the following class session. Unexcused absences cannot be made up. As a lab associated with IPPE, students missing more than 5 classes excused or unexcused are subject to automatically failing the course.**

Assignment of grades (estimated based on language acquisition/demonstration of communication in Spanish)

A = Demonstrate basic two-way verbal and listening communication and understanding of written technical Spanish when averaged with other grades

B = Demonstrate basic one-way verbal communication and understanding of written technical Spanish (puts forth effort in course)

C = May demonstrate basic two-way verbal and listening or one-way verbal communication and understanding of written technical Spanish, but course effort is minimal

D = Does not demonstrate minimal written, oral, or listening technical Spanish skills when averaged with other grades

F = Does not demonstrate minimal written, oral, or listening technical Spanish skills when averaged with other grades

Letter grades are assigned according to the following class percentage:

A = 90% B=80% C=70% D=60% F≤60%

Grades may be curved based on total class performance.

To help with language acquisition, each instructor may curve based on total class performance or provide extra credit. Extra credit would not exceed more than 2% of a course grade.

All quizzes (open note) will be administered via Blackboard®. Written exams will use Blackboard® Respondus Lockdown (NO notes) unless noted otherwise. Oral Exams will use Blackboard® Collaborate.

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 instructor (and coordinator) as soon as he/she encounters any difficulty in the course.

IPPE Grade: Students must pass Didactic and Experiential (IPPE) components (for example: paperwork, hour documentation, etc.) of the course **to pass the course**. If a student fails to pass the components, they fail the course and must follow UTEP School of Pharmacy remediation policy.

Course activities:

In-LAB Synchronous/Lab Active Participation in Cuénteme: In-class dialogues and practice. Students are expected to participate fully in the on campus and synchronous labs where attendance/participation will be documented. Students who miss the live lab (excused/unexcused) will still be responsible for material. **Excused absences** may be made up: 1) attendance at tutoring office hours with a course-approved instructor/TA, 2) submit a video ~4-7 minutes (or other activity approved by instructor) where students cover the material in Spanish for the week. This excused absence make-up work must be **completed prior to the following class (usually 5 business days)** or students will receive a grade penalty (see grading).

Homework/Preparation: A variety of handouts and/or reviews which will be submitted online by 1 pm each week of class (**TUESDAYS**). Students are expected to demonstrate not only neatness, but also appropriate content knowledge.

Discussion Boards (DB): During some weeks, students will complete Discussion Boards as part of their homework instead of the regular handouts/reviews. The students are expected to type their answers fully in Spanish. To compete the DB, the students will have to create an original entry by Friday of the assigned week, and reply to at least two of their classmates by the following Tuesday at 1PM.

Weekly Competency (Open-book) Quizzes: Weekly quizzes document understanding and attendance. Quizzes will be submitted by 1PM on **TUESDAYS**. Quizzes will be completed asynchronously. **Late quizzes will be deducted 10% for each day - after 5 business days, students would receive a 0.**

Oral Spanish Presentations: Short 1-3 minute presentations completed individually. Presentations will occur *live*, meaning that the students will be presenting during regular class time during the **on CAMPUS** sessions held on Thursdays. In case of an emergency, students need to contact course coordinator and instructor.

“Fish Bowls OSCE” Exams (proportionate grade for each **OSCE 80% oral / 20% written):**

The simulation structure of a “Fish Bowl Oral Skills Clinical Exam (OSCE)” will allow:

- for a student, “**inside the fish bowl**,” to conduct an “interview” in Spanish with a dominant Spanish-speaking patient actor
- for classmates, “**outside of the fish bowl**,” to observe the student and patient “in the fishbowl” and use their listening skills and comprehension to collect and document the patient’s reported subjective information in English

1. These OSCEs will occur **ON CAMPUS**

2. These OSCEs may/will be recorded to assist in student language acquisition and grading.

3. Students arriving late (tardy) to an Fish Bowl OSCE may not be admitted to the exam room and are subject to receiving a failing grade with no option for remediation.

4. **IPPE hours must be documented in CORE ELMS**

Further details regarding OSCE exams and laptop set up will be provided to students at least one week prior to each OSCE. OSCE exams may require audio/video (Blackboard® Collaborate) recordings of student for documentation purposes.

Vocabulary/Grammar Exams – (NOT open book. Are closed book- no resources can be used) completed online exams to reinforce vocabulary, phrases, and selected grammar will be completed asynchronously.

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 REQUEST: Regrade requests for assignments or exams should be made within **five (5) business days** of the posting of the grades in writing via Blackboard® email to course instructor **and** coordinator. Requests regarding regrading

will not be entertained after this period (unless excused absence due to extenuating circumstances or faculty coordinator).

EXAM-RELATED Technology and Guidance

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>

Online Assessment Requirements:

This course requires the use of **Blackboard Respondus Lockdown® and 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), 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 that need to be **downloaded should occur at a minimum of 2 hours prior to the examination** as outlined in the UTEP Student Handbook guidance for exams.

Missed Quizzes / Exams / Assignments – Excused/Unexcused Absences

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.
- *****IPPE*****Any unexcused absence from an IPPE will result in a failure of the course in accordance to the Student Handbook.

NO make-up examinations or quizzes will be given for an UNEXCUSED ABSENCE.

NO make-up pop quizzes will be given.

NO late assignments will be accepted for an UNEXCUSED ABSENCE.

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

See UTEP SOP common syllabi

Course Evaluation

See UTEP SOP common syllabi

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.

See UTEP SOP common syllabi

PHAR 6121: Course Calendar and Topic Outline
Spanish for the Pharmacy Professional IB | Spring 2023
Tuesdays (1-2:20 pm/2:30-3:50 pm) unless otherwise noted*

Week	Date	Topics	Due
1	Jan 17	Quiz# 1: Syllabus (to complete during first week) Review <ul style="list-style-type: none"> Syllabus and required text, IPPE expectations Grammar and Vocab Review from P1 Fall “Pharmacy Vocabulary” Spanish for the Pharmacy Prof (SPP) p. 7-9 Formulations, measurements, weight, height In class activity – “¿Dónde está la medicina?” Introduce: Immunization (Basic vocabulary), SPP p. 184 (el examen físico)	Quiz #1 Syllabus (Tues, Jan 24, 1 pm) Discussion Bd #1: 1 st Post– due Friday Response – due Tuesday next week
2	Jan 24	REVIEW: “Introduce Prime Questions /Ask Me 3” & SPP p. 10–11 <ul style="list-style-type: none"> Grammar and Vocab Review from P1 Fall Questions- Where? Why? How? Interrogative expressions (SPP p. 190) Review Formulations, measurements, weight, height (as appropriate) “Pharmacy Vocabulary” Spanish for the Pharmacy Prof (SPP) p. 7-9 NEW: Immunization (Basic vocabulary), SPP p. 184 (el examen físico)	Content Quiz# 2 (Vocab/Grammar) (Tues, Jan 24, 1 pm) Oral Presentation assignment – Due 2 weeks
3	Jan 31	New: Grammar: Reflexive & indirect object pronoun homework (e.g., ponerse/le) <ul style="list-style-type: none"> “Patient & Computer information” (SPP p. 2-4) Review: <ul style="list-style-type: none"> Immunization Using Prime Questions/Ask Me 3, counsel basic formulations Grammar and Vocab Review from P1 Fall Review Formulation counseling and Ask Me 3 	Content Quiz# 3 (Vocab/Grammar) (Tues, 1 pm)
4	Feb 7	<ul style="list-style-type: none"> Review Formulation counseling and Ask Me 3 New: Side Effects/Allergic reactions for Ask Me 3	Discussion Bd #2: 1 st Post– due Friday Response – due Tuesday next week
5	Feb 14	Oral Presentation #1: In the community pharmacy <ul style="list-style-type: none"> Review: Grammar Reflexive 	Oral Present #1 / Listening Content Quiz #4 (Vocab/Grammar)
6	Feb 21	Material for Fishbowl OSCE & OSCE Review <ul style="list-style-type: none"> Review Formulations, measurements, weight, height (as appropriate) Review Ask-Me-3 & Confirmation Mixed-level classes. All classes meet at 1PM (Room TBA) – Regular Class Right After	Vocab/Grammar EXAM #1 (Tue, all sections @ 1 pm)
7	Feb 28	Fish Bowl OSCE Exam Midterm BLOCK **12:30-5:30PM** Students will be assigned a specific time	Midterm OSCE #1 Midterm IPPEs due (1.5 hrs)
8	Mar 7	New: <ul style="list-style-type: none"> Time/Hour; “What time is it?” (SPP p 189) Wellness – Meals/Food/Exercise #1 Review: Computer Patient Information homework (SPP p. 2-3)	Content Quiz# 5 Oral Presentation topic outline
-	Mar 13-17	Spring Break	
9	Mar 21	Review: <ul style="list-style-type: none"> Time/Hour; “What time is it?” (SPP p 189) Wellness – Meals/Food/Exercise #2 New: Indirect object pronoun (Ponerle, aplicarle, darle, causarle)	Content Quiz# 6
10	March 28	Review: <ul style="list-style-type: none"> Wellness – Meals/Food/Exercise #3 Ask-Me-3 and confirmation New: Direct object (agítelo, refrigérela)	Content Quiz #7 Discussion Bd #3: 1 st Post– due Friday Response – due Tuesday next week
11	Apr 4	New: Wellness, Smoking, Drinking New: Present Perfect #1 - (regular verbs) – ha / he + past participle New: Writing prescription labels in Spanish	Content Quiz# 8
12	Apr 11	Oral presentation #2 Review: Wellness- More exercise verbs & actions New: Formulations – color, form, size <ul style="list-style-type: none"> Present Perfect #2 (<u>irregular</u> verbs) – ha / he + past participle Review: Writing prescription labels in Spanish	Oral Present #2/ Listening Content Quiz# 9 due Homework
13	Apr 18	Review: Present Perfect #3 Regular and irregular – ha/he + past participle Emotions: sentir(se) / estar + emotion AND Tener + emotion NEW: Other Immunizations (quizlet)	Content Quiz# 10
14	Apr 25	Review: CUENTEME – Ask Me 3 Mixed-level classes. All classes meet at 1PM (Room TBA) – Regular Class Right After	Vocab/Grammar EXAM #2 (Tue, all sections 1 pm)
15	May 2	FINAL FishBowl OSCE #2 BLOCK ** 12:30-5:30 pm** Ask-Me-3 with Health & Wellness	Final OSCE #2 Final IPPE hours due - Fri, May 5
FINALS	May 8-12		

*Quizzes, Oral Presentation, and OSCE dates subject to review/updates by SoP and Coordinator to help optimize course outcomes for student