



School of Pharmacy - Required Course Syllabus Fall – P1 Year

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

Track: Global Health Colloquium

Course Dates: August 26 – December 13, 2024

Tuesdays 1-2:20 pm (Rm 213) / Wednesdays 11-11:50 am (Rm 211) + IPPE and Community-Engagement Hours

Service-Learning / Study Away Aligned Course | IPPE: 20 hours + 4 hours non-IPPE Community-Based Engagement

Refer to the IPPE supplemental documents for additional documentation.

Course Faculty

Jeri J. Sias, PharmD, MPH (Course Coordinator)

Office Phone: (915) 747-8599 /E-mail: jjsias@utep.edu

Office Hours (Rm 714): Usually Tue (2:30-3:20 pm) | Wed (2:30-3:20 pm) or appointment

Amanda M. Loya, PharmD, BCPS

Office Phone: (915) 747-8534 /E-mail: amloya1@utep.edu

Office Hours: *Provided in Blackboard®*

Cristina Ortega, PharmD (IPPE Coordinator)

E-mail/TEAMS: caortega2@utep.edu

Office: Rm 7th floor: by appointment

Michelle Martinez, MD, MPH

Email: pmmartinez2@miners.utep.edu

Office (3rd floor)

Community Partners & Guest Speakers

Office Hours

Dr. Sias has posted standing office hours and also available by appointment (virtual or in person). Students may request an appointment with the coordinator in person or via e-mail. Individual guest faculty should provide office hours during lecture days. Any special appointments should be made at least 2 business days in advance.

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 6324 CLCH and the issue/topic in the subject line of the email). For individual faculty, please email faculty for their online office hours.

Course Description

This course will introduce cultural and community competency while exploring the potential impact of cultural values, beliefs, and practices on patient care outcomes as well as aspects of health and medication literacy. Public health concepts will be introduced including population health management strategies, national and community-based public health programs. Students will engage in **service-learning** to develop skills towards becoming civic-minded healthcare professionals.

To reinforce concepts, course assignments will be based on creating health equity, identifying influences of health beliefs and values, and understanding Social Determinants of Health of the Paso del Norte community and beyond. Public health concepts addressed include population health initiatives, comparing epidemiologic data, and national and community-based public health programs. The course will also explore the different aspects of health and medication literacy including methods for assessments and implement patient-education in simple terms.. To better understand diverse populations found throughout the region and the globe, field trips and guest speakers will be integrated into the classroom experience. 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. Students are expected to demonstrate **foundational writing skills (content, style, citations)** that will be used throughout the pharmacy student career.



Source:

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

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.

Pharmacists’ Patient Care Process: The CLCH course will incorporate methods on how to collect and assess 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 to implement.

Introductory Pharmacy Practice Experience (IPPE) and Service-Learning (see IPPE document in Blackboard)

- *IPPE hours and activities have been assigned to this course. Students will be responsible to complete up to a total of **twenty (20) IPPE** hours as part of this course **that documents IPPE from across courses**. However, **there are additional hours in the community**. STUDENTS should carefully read and document.*
- *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.*
- *Based on 2016 ACPE accreditation standards guidance, “**service-learning** is a structured learning experience performed by students in collaboration with community partners. Such experiences require clearly defined objectives, careful preparation, purposeful reflection, and engaged discussion with fellow students, faculty members, and—if possible—members of the served community. The experiences will relate directly to: (1) **the pharmacist’s responsibility to establish professional relationships with patients and communities** and (2) **their role in promoting patient welfare**.”*

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

Course Learning Objectives, Activities and Outcomes

Course Objectives	Primary Learning Activities	Primary Outcome Measures
Apply principles of culture, literacy and community health to understand the landscape of health, population health, and healthcare in the United States to...		
Objective 1.1: Evaluate personal and community health care beliefs and values related to serving diverse populations and cultures (Attitudes)	Written reflections, Lectures, Discussion Boards, Guest Speakers & Field Trips, Service-Learning	Written Reflection & Discussion Boards
Objective 1.2: Identify (collect) cultural, social determinants of health, and population health factors in the changing demographics in the region and US that affect health equity (Knowledge)	Census Data, Community Tour, Service-learning	Study Away presentation, Exam, Homework/Worksheets
Objective 1.3: Interpret (assess) social determinants of health, population health issues, unique population health experiences as well as various cultural approaches to health (Skills)	Community Tour, Service-learning, In class activities and worksheets	Unique Population Presentations, In class discussions, Discussion Boards
Objective 1.4: Adapt language (written and verbal) to reach patients from different literacy levels (Skills)	Health Literacy worksheets and homework, Lectures	Health Literacy Group Presentations, Homework, Exam
Objective 1.5: Explore and examine opportunities for professional relationships with community service agencies to better understand the pharmacist's responsibility in society and to promote patient welfare (Knowledge/Skills)	Lectures, Service-Learning Sites, Group projects, in class discussion	Written Reflection, Discussion Board, In Class Discussion, In class Medication Access exercise

COEPA (Curricular Outcomes and Entrustable Professional Activities) & NAPLEX Outcomes (Assessment Level: 1 – Introduce, 2 – Reinforce, 3- Apply)

Course Objectives mapped to national outcomes	Curricular Outcomes (CO)	Entrusted Professional Activities (EPA)	NAPLEX	Level
Apply principles of culture, literacy and community health to understand the landscape of health, population health, and healthcare in the United States to...				
Objective 1.1: Evaluate personal and community health care beliefs and values related to serving diverse populations and cultures (Attitudes)	3.1 Self-awareness (Attitudes)	14. Provide culturally and linguistically appropriate care to patients and/or clientele	1. Obtain, Interpret, or Assess Data, Medical, or Patient Information...	I, A
Objective 1.2: Identify (collect) cultural, social determinants of health, and population health issues in the changing demographics in the region and US that affect health equity (Knowledge)	1.1 Scientific Thinking (Knowledge)	3. Collect information necessary to identify a patient's medication-related problems & health-related needs 12. Identify populations at risk for prevalent disease and preventable adverse medication outcomes	1.1 ... from instruments, screening tools , laboratory, genomic or genetic information, or diagnostic findings (Health Literacy)	I, A
Objective 1.3: Interpret (assess) social determinants of health, population health issues, unique population health experiences as well as various cultural approaches to health (Skills)	1.1 Scientific Thinking (Knowledge) 2.1 Problem Solver (Skills) 2.5 Advocacy (Skills)	4. Assess collected information to determine a patient's medication-related problems and health-related needs	1.2 ...from patients: treatment adherence, or medication-taking behavior; chief complaint, medication history, medical history, family history, social history, lifestyle habits, socioeconomic background	I, A
Objective 1.4: Adapt language (written and verbal) to reach patients from different literacy levels (Skills)	2.2 Communication (Skills) 2.3 Culture & Structural Humility (Skills) 2.5 Advocacy (Skills)	8. Implement – educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer medication, or self-monitoring test. 11. Deliver medication or health-related education to the public		I, A

<p>Objective 1.5: Explore and examine opportunities for professional relationships with community service agencies to better understand the pharmacist’s responsibility in society and to promote patient welfare. (Knowledge/Skills)</p>	<p>1.1 Scientific Thinking (Knowledge) 2.1 Problem Solver (Skills) 2.2 Communication (Skills) 2.3 Culture & Structural Humility (Skills) 2.5 Advocacy (Skills) 3.1 Self-awareness (Attitudes)</p>	<p>3. Collect information necessary to identify a patient’s medication-related problems & health-related needs 4. Assess collected information to determine a patient’s medication-related problems and health-related needs 8. Implement – educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer medication, or self-monitoring test. 11. Deliver medication or health-related education to the public 12. Identify populations at risk for prevalent disease and preventable adverse medication outcomes 14. Provide culturally and linguistically appropriate care to patients and/or clientele</p>	<p>1.6 ...risk factors or maintenance of health and wellness 6. Develop or Manage Practice or Medication-Use Systems to Ensure Safety and Quality... 6.4 ...in vulnerable populations, special populations, or risk prevention programs</p>	<p>I, A</p>
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* COEPA – Curricular Outcomes and Entrustable Professional Activities <https://www.aacp.org/sites/default/files/2023-09/coepa-document-final.pdf>

*NAPLEX Competency Statements <https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/>

IPPE OBJECTIVES:

At the completion of the IPPE activity, students should be able to complete the objectives outlined that align with the course:

- *Explore the effect of social determinants of health in a community’s health*
- *Deliver a pharmacy-based health message that integrates health literacy principles*
- *Engage in Service-Learning in community to evaluate social determinants of health and professional roles.*

IPPE	Activity	Location/Date/Time
<p>Site 20 hours</p>	<p>12 hours (SITE-SL) non TSBP: Service-learning based volunteer hours with activity worksheet (6 hours by midterm, 6 hours before Week 15) (Sias-Ortega) – must include SITE, date and hours, activity description (brief) 3 hours (SITE): Spanish SITE (assigned pharmacy – Ortega) with worksheet 3 hours (SITE): Community Foundations (assigned pharmacy – Ortega) with worksheet Up to 2 hours (SITE): One 2-hour Health Literacy project in a community pharmacy, health fair, immunization clinic, or other approved site (Ortega)</p>	<p>CORE ELMS assigned sites Homework: Activity sheet. Due date: Complete as you go. However, LATEST to submit is Dead Day (or may result in course failure)</p>
<p>NON-IPPE ~4 hours</p>	<p>Community Tour/Social Determinants of Health: ~2 hours Community Tour/Health Care access/Bus Ride/ environmental scan (zip code) ~2 hours Visit a museum (may be in zip code or other part of El Paso County) / Vote / other community speaker</p>	<p>Submit in Blackboard Gradebook as one document</p>

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 take place **ON CAMPUS** and may be supplemented virtually with a mixture of synchronous (live) and asynchronous (recorded) using the Blackboard® Collaborate feature on Blackboard®. The course is scheduled for **1 hour and 20 minutes on Tuesdays and 50 minutes on Wednesdays for a total estimated 2.5 contact hours “in” the classroom**. Students should expect lectures, writing assignments, online discussion board, and group projects. Updates will be announced on Blackboard®. Some lectures (Dependent upon speaker) will be recorded and posted the next business day for students’ availability.

Students also participate in weekly assigned Service-Learning, Community-Engagement, and outings/field opportunities (**~1-3 hours/week**) at various community-based agencies and pharmacies with designated hours counting as IPPE. Students need to plan for scheduling of the experiential and service components.

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 20 IPPE hours** that the student completes. The IPPE component of the class is pass/fail.

Every effort will be made to post course material at least 4 business days prior to the next class. 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.

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 in person using Blackboard as the primary learning management system. **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 **[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” students 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 - Experiential education materials (e.g. worksheets) will be located in CoreELMS®

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 in this course will be achieved via:

- A. Outside Preparation: Readings and Computer assignments
- B. In-class/Online Discussion and Discussion Boards
- C. Writing Assignments and in-class activities

- D. Exams
- E. Worksheets/Reflections to reinforce class material and guest speaker topics
- F. Individual and Group Homework and Presentations
- G. IPPE and Community/Civic Engagement – Community site visits

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 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, Yee GC, Posey L, Haines ST, Nolin TD, Ellingrod V. eds. *Pharmacotherapy: A Pathophysiologic Approach, 12e*. McGraw-Hill;

Recommended Textbooks:

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

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.**
- 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>.

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** or UTEP Zoom®
- **IPPE: CoreELMS®** for Experiential Learning
- **ExamSoft® Exam Monitor**
- Audio (speaker & microphone) and video (camera) MUST be checked to be functional for classes and online exams (when appropriate)

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).

When there is a class presentation, faculty lecture, or guest speaker, attendance may be taken in the form of documented participation and/or electronic sign-in to Blackboard Collaborate. ***Missing class for work or IPPEs is NOT a valid reason for absence.***

If a student has an excused absence, they should immediately notify the course coordinator(s) and instructor(s) (******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 (course coordinator) via Blackboard® email at jjsias@utep.edu.**

Out of class preparation: Students are expected to review weekly Blackboard postings and announcements for information about readings and course preparation.

In class participation: Students should plan for synchronous (live) participation in the course during the course hours. Some classes will occur asynchronously and efforts will be made to post to Blackboard at least five (5) days in advance. Student attendance will be monitored by Blackboard® Collaborate.

IPPE-Related Attendance

For details about site placement process and attendance, check IPPE folder in Blackboard®.

Service-Learning and Community Engagement: 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. **See GRADING** regarding any deductions related to lack of professionalism and absences.

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

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 (only if SoP switches to 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>.

Unique Expectations of Students During Course:

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

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 online class sessions and Blackboard® activities/assignments. Online class attendance/participation may be taken at each class period. There are 30 minutes each week of class that is released for experiential learning via IPPE and community-based service-learning and experiences (average is 90 minutes per week of experiential activity or 1:3 ratio of didactic:experiential).

Unique Dress Policy for Course:

When guest speakers are present and individual/group presentations, students should dress business casual or UTEP school wear with nice pants/jeans.

Service-learning site/Community Engagement: 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).

Introductory Pharmacy Practice Experience (IPPE): See Blackboard for IPPE details regarding dress policy.

Evaluation and Grading Policy:

Assignment of grades: The grade assignments will be determined as follows...

Type of Assessment	Estimated Total Points	% Grade
Exam #1	100 points	20%
Exam #2	100 points	20%
Assignments/Projects (graded)	<p>150 points total divided among projects</p> <p>50 POINTS: Community & Population Health</p> <ol style="list-style-type: none"> Meeting with Dr. Sias in person with completed Syllabus Acknowledgement, Service-Site Selection, and Completed Indemnification Form (5 pts) <u>Community Landscape Part A (INDIVIDUAL)</u> – CENSUS (individual) (10 pts) <u>Community Landscape Part B (INDIVIDUAL)</u> – Community Tour (25 pts) <u>Museum + Cultural Experience (10 pts)</u> <p>50 POINTS: Health Literacy</p> <ol style="list-style-type: none"> <u>Health Literacy Part A (INDIVIDUAL)</u>-Newest Vital Sign (10 pts)-Document LITERACY ACTIVITY <u>Health Literacy Part B (group)</u>-Monograph (20 pts) <u>Health Literacy Part C (group + team contribution)</u> Health Literacy Project (20 points) <p>50 POINTS: Study Away, Group Presentations</p> <ol style="list-style-type: none"> <u>Study Away Assignment (INDIVIDUAL)</u> (15 pts) <u>Medication Access In-Class Exercise (INDIVIDUAL + Team Contribution)</u> (10 pts) <u>Cultural Group CLASS Presentations (INDIVIDUAL+ Team contribution)</u> (25 pts) 	30%
Discussion Boards or Assignments	<p>50 points (2 Discussion Boards)</p> <ol style="list-style-type: none"> Professional Statement and 2) Diverse Cultures (+ turn in compiled worksheets) 	10%
IPPE/S-L Writing Assignment	<p>100 points</p> <ol style="list-style-type: none"> Introduction (10 points) – in class Mid-Term (45 points) Final (45 point) 	20%
Community, Service-Learning and IPPE	Pass-Fail (See Blackboard and CoreELMS for specific worksheets to complete) with WORKSHEET	0%
Total	500 points	100%
Course Engagement	<p>Students are expected to be in attendance for guest speakers and/or field trips</p> <p>Not attending (unexcused) may result in a 10 pt deduction per speaker (random attendance check)</p>	0%
Class, IPPE, Service-learning Professionalism & Attendance	0 points (up to 20% of grade may be deducted for patterns of tardiness, unprofessional behavior in class or in community)	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.

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.

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.**

Course Activities

- 1. Discussions and Discussion Boards:** Breakout group and online discussion boards will be used to guide students through critically thinking about the material presented.
- 2. Writing Assignments:** Individual assignments will be posted in Blackboard®. Students will be graded on quality of content (e.g., depth, use of specific examples) as well as grammar/style (e.g., word choice, word count, sentence variety, correct grammar) appropriate for the assignment prompt. Reflections that are submitted late will receive a letter grade drop for each day the submission is late. **The specific assignments and rubric will be provided to students via Blackboard® and in class.** Use of **Artificial Intelligence (AI)** is outlined in the common syllabus. Students completing writing assignments are not permitted to use AI to generate or edit as the assignments are related to the unique experiences and reflections of students.
- 3. Exams:** There will be two (2 exams) administered during the semester via ExamSoft®. Directions will be provided on Blackboard® and/or in class.
- 4. Worksheets, Reflections, Presentations, Projects:** in the class are designed to achieve the learning objectives. **Further directions will be provided on Blackboard® and in class.**
- 5. Service-Learning, IPPE and Community Activity Hours** (See below for outline and on-line for details). Students are expected to engage in the community (safety appropriate) and complete IPPE hours in an assigned community pharmacy.

Experiential LINK (IPPE):

All IPPE activities (i.e., hours, worksheets, evaluations) must be completed in its entirety by communicated due dates. 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. *During the semester, students will select IPPE slot preferences through CORE ELMS.*

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 **ExamSoft®** 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** (aalonso@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 and 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.

Additional Course Policies:

Refer to the UTEP School of Pharmacy Common Syllabus for additional course policies that apply to all School of Pharmacy courses (scroll to bottom of link)

Common Syllabi Information: <https://www.utep.edu/pharmacy/current-students/current-students.html>

PHAR 6324: Culture, Literacy, and Community Health (Service-Learning/IPPE Link)**Course Calendar and Topic Outline - Course Dates: August 26-December 13, 2024****See Blackboard® for Assignments (Readings, specific assignments) & Course Details**The course coordinator may adapt the syllabus/course calendar to support student and course success and to accommodate guest presenters*

Wk	Date	Topic	Faculty	Community Hours	Readings	Assignment Due
1	Tue. Aug 27	Introduction, Syllabus, Assignments, Service-Learning (S-L) Sites CULTURE & COMMUNITY HEALTH Definitions: Health-Equity- Social Determinants of Health, Maslow's Hierarchy Definitions of Culture, Race, Acculturation Writing TIPS and Citations	Sias	Outline hours for semester	Pharmacotherapy E-Chapter 3: Exploring Cultural Diversity in Health Care WEBSITES: CDC - Health Equity Health Equity Health Equity CDC	Sign up for in person office hours (Syllabus acknowledgment & S-L site plan) prior to Tuesday, Sept 10. Wed, Aug 28: Writing Assign #1 (IN CLASS- 25 minutes)
	Wed Aug 28	CULTURE & COMMUNITY HEALTH Exploring Personal Values and Health Beliefs Implicit Bias & Structural Barriers IN class writing assignment– 20 minutes	Sias	Community Field Experience		
2	Tue Sep 3	CULTURE & COMMUNITY HEALTH Cycles of Socialization & Systemic Racism	Sias	Community Field Experience and/or Service-Learning/ Civic Engage/ IPPEs	Healthy People 2030 Social Determinants of Health - Healthy People 2030 health.gov	Due Tue, 11:59 pm Census ASSIGNMENT
	Wed Sep 4	Health Equity, Health Disparities, Public Health Data Interpreting Population Health, Epidemiology Terms, Writing TIPS: Epidemiology	Sias			
3	Tue Sep 10	CULTURE & COMMUNITY HEALTH Individual and Systems-Based Approaches (Social Ecological Model)	Sias	Community Field Experience and/or Service-Learning/ Civic Engage/ IPPEs		Due Tue, 11:59 pm Meeting completed with Dr. Sias
	Wed Sep 11	LEARN Model, Patient Explanatory Model Intro to Special populations & Religion Principles of Poison Prevention, Food & Home Insecurity, Aging, Children				
4	Tue Sep 17	Faculty STUDY AWAY Presentations	Pinal & Martinez	Service-Learning/ Civic Engage/ IPPEs		Due Tue, 11:59 pm Community Worksheet Due
	Wed Sep 18	DIVERSE CULTURES & RELIGIONS: SPEAKER #1 **Latinx and Border health	Martinez			
5	Tue Sep 24	EXAM #1 11-11:50 am (Material through Week 4)	Sias			Exam #1
	Wed Sep 25	Community Health Wrap Up: Class DISCUSSION on Census/Community Tour, & Service-Learning Reflection	Sias / Ortega / Martinez	Service-Learning/ Civic Engage/ IPPEs		Discuss Bd #1 Initial Post: Due Fri, Sept 27, 11:59 pm Final Response: DUE Tue, Oct 1, 11:59 pm
6	Tue Oct 1	HEALTH LITERACY #1 • Health and Medication Literacy • The Patient Side of Patient Safety • Health Literacy Assessment • Health Literacy IPPE Project	Loya	Service-Learning/ Civic Engagement/ IPPEs	Pharmaco-therapy eChapter 2: Health Literacy	
	Wed, Oct 2	HEALTH LITERACY #2				
7	Tue, Oct 8	HEALTH LITERACY #3		Service-Learning/ Civic Engage/ IPPEs		Due Tue, 11:59 pm Proj/Wksht: Newest Vital Sign
	Wed, Oct 9	HEALTH LITERACY #4				
8	Tue, Oct 15	HEALTH LITERACY #5		Service-Learning/ Civic Engage/ IPPEs		Due Tue, 11:59 pm Writing Assign #2 (mid-term S-L) Service-Learning: Min 6 hours
	Wed, Oct 16	HEALTH LITERACY #6 TOPICS catch up & work on project				
9	Tue Oct 22	HEALTH LITERACY #7 Health Project Present	Sias	Service-Learning/ Civic Engage/ IPPEs		Due Tue am: Upload Health Lit Proj Tues 11:59 pm peer eval

	Wed Oct 23	EXAM #2 11-11:50 am (Material since Exam #1)	Sias			EXAM #2
10	Tue Oct 29	DIVERSE CULTURES & RELIGIONS: Opportunity Center SPEAKER #2 **FIELD TRIP **Dates may be updated	Sias	Service-Learning/ Civic Engage/ IPPEs	Guest Speaker Worksheets	Due Tue 11:59 pm Monograph (optional re-grade: Health Lit Proj)
	Wed Oct 30	DIVERSE CULTURES & RELIGIONS: SPEAKER #3 **Dates may be updated	Loya			
11	Tue, Nov 5 (Election Day)	HEALTH LITERACY BOARD PRESENTATIONS – on CAMPUS (IPPE)	Martinez, Loya, Sias, Ortega	Service-Learning/ Civic Engage/ IPPEs		Due, Wed, Nov 6, 11:59 pm NON-IPPE Hours Due *2 hours* in Blackboard®
	Wed Nov 6	DIVERSE CULTURES & RELIGIONS: SPEAKER #4 **Dates may be updated	Martinez			
12	Tue Nov 12	DIVERSE CULTURES & RELIGIONS: SPEAKER #5 **Dates may be updated	Martinez	Service-Learning/ Civic Engage/ IPPEs		Due: Tue, Nov 12, 11:59 pm Study Away (Individual) Assignment
	Wed Nov 13	DIVERSE CULTURES & RELIGIONS: SPEAKER #6 **Dates may be updated	Martinez			
13	Tue Nov 19	DIVERSE CULTURES & RELIGIONS: SPEAKER #7 **Dates may be updated (30 min- group proj Wk 15)	Martinez	Service-Learning/ Civic Engage/ IPPEs	DUE Tue 11:59 pm Writing Assign #3 (Final s-l)	
	Wed Nov 20	DIVERSE CULTURES & RELIGIONS: SPEAKER #8 **Dates may be updated	Martinez			
14	Tue Nov 26	Medication Access by Zip Exercise (Part 1)	Sias	Service-Learning/ Civic Engage/ IPPEs	In Class Worksheets	Discuss Bd #2 (Speakers) Initial Post: DUE Tue, Nov 26, 11:59 pm Final Response: Due Fri, Nov 28 11:59 pm
	Wed, Nov 27	Medication Access by Zip Exercise (Part 2) – In-CLASS ASSIGNMENT Due	Sias			
15	Tue Dec 3	Population Health Presentations– Part 1	Martinez/Sias	IPPEs	In Class Peer Review	Mon, Dec 2, 11:59 pm: Upload presentations Wed, Dec 4, 11:59 pm: Service-Learning–Final 6 hours ALL IPPE hours & worksheets
	Wed Dec 4	Population Health Presentations – Part 2	Martinez/Sias			
16	Dec 11-15	NO FINAL				

*Guest Lectures may include representatives and community leaders from various cultures and religion

*Both didactic and experiential (IPPE/IPE) must be passed to receive a passing grade