



School of Pharmacy

**Required Course Syllabus**

Fall – P1

**Course # PHAR 6241 (2 credit hours) / Track: Patient Care, Practice and Innovation (PCPI)**

**Foundations of Pharmacy, Healthcare, Ethics and Law IA**

Course Dates August 26-Dec 5, 2019

Monday, 1:00 PM – 2:50 PM

**Campbell Building, Room 211**

(IPPE 4 hrs / IPE = 3 hrs)

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**Course Coordinator: Denise I. Pinal, PharmD, BCPPS**

**Office Phone:** 915-747-5884

**Email:** [denisepi@utep.edu](mailto:denisepi@utep.edu)

**Other Course Faculty:**

- **Law 1A:** Dr. Derek Davis, RPh, JD: TBD email and phone
- **Introductory Pharmacy Practice Experiences (IPPE):** Dr. Sara Smith, PharmD: [scrico@utep.edu](mailto:scrico@utep.edu), 915-747-8270
- **Interprofessional Practice and Education (IPE):** Dr. Margie Padilla, PharmD, BCACP: [meperez@utep.edu](mailto:meperez@utep.edu), 915-747-8532
- **Other:** Dr. Amanda Loya, PharmD, BCPS: [amloya1@utep.edu](mailto:amloya1@utep.edu), 915-747-8534
- **Other:** Dr. Sweta Andrews, PharmD, BCACP: [sandrews@utep.edu](mailto:sandrews@utep.edu), 915-747-8183
- **Other:** Dr. Jongwha Chang, PhD: [jchang@utep.edu](mailto:jchang@utep.edu), 915-747-8241

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**Course Description**

This course will orient students to the profession of pharmacy by introducing the history and evolution of pharmacy practice and examining how innovation and contemporary practice models have transformed pharmacy. Students will explore how the principles of professionalism, leadership, innovation, and moral responsibility play critical roles in the development of their own professional identity as future pharmacists. Students will be able to better understand the roles, responsibilities, and competencies of pharmacy professionals. Ethical considerations and dilemmas in patient/health care will be examined at an introductory level, with an emphasis on moral responsibility and critical evaluation. Inter-professional collaboration with students from other healthcare disciplines will be integrated into this course. Students will be introduced to the delivery of health care and the health care system, including pharmacy law topics, and recognize the role of the pharmacist as a critical member of the health care team.

**This course is connected to the following areas/experiences:** PHAR 6241 Law 1A, Introductory Pharmacy Practice Experiences (IPPE) and Interprofessional Practice and Education (IPE).

**Pharmacists' Patient Care Process:** This course will introduce concepts of the role of a pharmacist in the healthcare setting related to inner circle of **communication** and **collaboration**.

<https://www.pharmacist.com/sites/default/files/files/PatientCareProcess.pdf>

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**Office Hours**

**Course coordinator office hours are Mondays and Wednesdays from 3-4PM or by appointment.** Students may request an appointment with the course coordinator in person or via e-mail. Course instructors/lecturers will provide office hours based on appointments, which can be requested via e-mail and made at least 72 hours in advance. Questions related to the course in general should be directed to the course coordinator, whereas content/topic-specific questions should be directed to the instructor.

## Course Learning Objectives:

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

1. Understand the evolution of the pharmacy profession through exploration of the historical, contemporary, and innovative aspects of pharmacy practice.
2. Describe the pharmacist's professional roles and responsibilities.
3. Recognize how self-awareness and professional identity formation play critical roles in the foundational process during an individual's transition into pharmacy professional.
4. Explore and evaluate ethical issues observed within pharmacy and healthcare.
5. Understand principles of health care delivery and the healthcare system models.

## Course Objectives Mapped to CAPE & PCOA:

The Center for the Advancement of Pharmacy Education (CAPE) has defined educational outcomes to guide the PharmD curriculum (see AACPE CAPE Outcomes [weblink](#)). The content of this course will cover the following CAPE educational outcomes. Additionally, course objectives have also been mapped to the Pharmacy Curriculum Outcomes Assessment (PCOA) administered by the National Association of Boards of Pharmacy (NABP).

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

Course Objectives	CAPE Outcomes	Level of Assessment	PCOA
Understand the evolution of the pharmacy profession through exploration of the historical, contemporary, and innovative aspects of pharmacy practice.	<b>1.1 Learner (Learner)</b> Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	1	3.1.1 Organization of health care delivery systems at the national, state, and local levels: various settings where pharmacy is practiced and the structure of health care delivery systems such as managed care organizations, accountable care organizations, health departments
Describe the pharmacist's professional roles and responsibilities.  Recognize how self-awareness and professional identity formation play critical roles in the foundational process during an individual's transition into pharmacy professional.  Explore and evaluate ethical issues observed within pharmacy and healthcare.	<b>4.4 Professionalism (Professional)</b> Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	1	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
Understand principles of healthcare delivery and the healthcare system models.	<b>1.1 Learner (Learner)</b> Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	1	3.1.1 / 3.1.2 Health care delivery financing in the United States

## Law Objectives:

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

1. Understand the sources of law and ethics applicable to pharmacists and pharmacies, including applicable statutes, regulations, ethical standards, including those established in the criminal, civil and regulatory laws, as well as other applicable sources of ethics and law
2. Explain professional ethics of a pharmacist as outlined in the American Pharmacists Association Code of Ethics and included in the Oath of a Pharmacist
3. Explain the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and articulate ethical obligations in addition to legal requirements for patient informed consent and patient confidentiality
4. Describe the history and authority of the FDA (Pure Food and Drug Act of 1906), define the major regulatory categories of the Food, Drug, and Cosmetic Act (FDCA), explain the impact of selected amendments, and define specific terms in the FDCA
5. Explain the information in the Poison Prevention Packaging Act Sections I – III
6. Develop a substantial foundation for taking and passing the MPJE on the selected topics

## Law Objectives Mapped to CAPE & PCOA:

Law Objectives	Law CAPE Outcomes	Law PCOA
Understand the sources of law and ethics applicable to pharmacists and pharmacies, including applicable statutes, regulations, ethical standards, including those established in the criminal, civil and regulatory laws, as well as other applicable sources of ethics and law	<p>1.1.1 <b>Learner (Learner)</b> Develop and demonstrate depth and breadth of knowledge in <i>pharmaceutical, social/behavioral/administrative, and clinical sciences</i>.</p> <p>2.2.2. <b>Medication Systems Management (Manager)</b> Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical <i>medication use system</i> (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).</p> <p>2.2.6 <b>Medication Systems Management (Manager)</b> Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.</p> <p>4.4.3 <b>Professionalism (Professional)</b> Deliver patient-centered care in a manner that is legal, ethical, and compassionate.</p> <p><i>Note: All CAPE outcomes listed above for these law objectives will be assessed at a Level 1 (Introduce).</i></p>	<p><b>3.5.1</b> Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control</p> <p><b>3.5.2</b> Administrative, civil, and criminal liability</p> <p><b>3.5.3</b> Authority, responsibilities, and operation of agencies and entities that promulgate or administer laws, regulations, or guidance's related to practice and prescription and nonprescription medications</p> <p><b>3.7.2</b> 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</p>
Explain professional ethics of a pharmacist as outlined in the American Pharmacists Association Code of Ethics and included in the Oath of a Pharmacist		
Explain the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and articulate ethical obligations in addition to legal requirements for patient informed consent and patient confidentiality		
Describe the history and authority of the FDA (Pure Food and Drug Act of 1906), define the major regulatory categories of the Food, Drug, and Cosmetic Act (FDCA), explain the impact of selected amendments, and define specific terms in the FDCA		
Explain the information in the Poison Prevention Packaging Act Sections I – III		
Develop a substantial foundation for taking and passing the MPJE on the selected topics		

## Interprofessional Practice and Education (IPE)

An IPE activity has been assigned to this course. At the completion of the IPE activity, students should be able to:

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

The Center for the Advancement of Pharmacy Education (CAPE) has defined educational outcomes to guide the PharmD curriculum (see AACP CAPE Outcomes weblink). The content of this activity will cover the following CAPE educational outcomes.

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

	CAPE Outcomes	Level of Assessment
3.4	<b>Interprofessional collaboration (Collaborator)</b> Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	1
3.6	<b>Communication (Communicator)</b> Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.	1
4.4	<b>Professionalism (Professional)</b> Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	1
<b>PCOA</b>		
3.8.2	Communication abilities with other health care providers	1
<b>NAPLEX</b>		
1.4.2	Techniques for effective communication/documentation of the development, implementation, and assessment of individualized treatment plans to interdisciplinary health care providers.	1, 2

Students will be given the opportunity to interact with medical, nursing, and physical therapy learners in an environment that introduces the roles and responsibilities of various health disciplines. This event will be held at the Texas Tech University Health Science Center (TTUHSC) Paul L. Foster School of Medicine.

<b>Roles and Responsibilities: Thursday, September 19, 2019 (Assignments will be made by TTUHSC)</b>	
Cohort Assignments*	<b>Time</b>
Cohort 1	10:00AM-12:00PM
Cohort 2	1:00PM-3:00PM
Cohort 3	3:30PM-5:30PM
Location	MEB 4130

\*Cohorts assignments will be available prior to Sept. 19th. All students will receive an email with Cohort assignments, which are final.

**Required activity:** Students are expected to watch the following video prior to the September 19, 2019 event.

<https://ttuhscep.box.com/s/huvln4xxhop9eddoum1pensqbrcca8gl>

\*If link above is not working, please contact Dr. Margie Padilla at [meperez@utep.edu](mailto:meperez@utep.edu)

**Assessment:** Students will be assessed on their understanding of roles and responsibilities for each discipline.

Assessments will include the following and will be completed on the day of the event

- Individual readiness assessment test (iRAT)
- Group readiness assessment test (gRAT)

## Introductory Pharmacy Practice Experiences (IPPE)

IPPE hours and activities have been assigned to this course. Students will be responsible for completing a total of 4 IPPE hours as a part of this course (2 hours in Community Pharmacy Setting, 2 hours in another type of pharmacy setting). The IPPE requirements of the course (e.g. site assignments) will be coordinated by Dr. Sara Smith with guidance from the Office of Experiential Education. At the completion of the IPPE activity, students should be able to:

1. Examine the legal/regulatory requirements for a pharmacy
2. Recognize the roles/responsibilities of the pharmacist and technicians in that practice setting
3. Evaluate the pharmacy setting/environment for workflow and safety
4. Describe the legal requirements of a prescription
5. Review the steps of the Pharmacists' Patient Care Process in the pharmacy practice setting (PPCP)
6. Optional: (As time permits) Identify contemporary practice issues in the pharmacy practice setting

To guide this experience, students will complete a checklist documenting the achievement of each learning objective. Additionally, students will be required to complete a written reflection essay allowing them to compare and contrast the practice settings. 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.]

IPPE Objectives	CAPE Outcomes	PCOA
Examine the legal/regulatory requirements for a pharmacy	<b>1.1 Foundational Knowledge</b> Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	<b>3.5.1</b> Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control
Recognize the roles/responsibilities of the pharmacist and technicians in that practice setting	<b>2.2 Medication Use Systems Management</b> Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.	<b>3.4.2</b> Personnel management
Evaluate the pharmacy setting/environment for workflow safety		<b>3.10.1</b> Systems for safe and effective preparation and dispensing of medications in all types of practice settings
Describe the legal requirements of a prescription	<b>1.1 Foundational Knowledge</b> Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to	<b>3.5.1</b> Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control
Review the steps of the Pharmacists' Patient Care Process in the pharmacy practice setting		<b>3.8</b> Professional Communication <b>4.1</b> Evidence-based Practice <b>4.6</b> Patient Assessment

	evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	<b>4.7 Clinical Pharmacology and Therapeutic Decision Making</b>
Optional: (As time permits) Identify contemporary practice issues in the pharmacy practice setting	<b>2.2 Medication Use Systems Management</b> Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.	<b>3.1.3 Social, political, and economic factors that influence the delivery of health care in the United States</b>

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## Detailed Course Meetings & Location

**Mondays: 1:00 PM – 2:50 PM**  
**Campbell Building Room 211**

In a major disruption (e.g., H1N1 epidemic, subzero weather), students should 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, unless otherwise noted by the lecturer. Log into My UTEP.edu and click on the Blackboard link to access the online course for PHAR 6351. 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® (and CORE ELMS®). Students are responsible for creating their online login within the first week of class. If you cannot access your online account, please contact the Technology Implementation Manager (TIM) to resolve this issue. Students are responsible for ensuring they have access to the online assessment system. 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).

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## Expectations of Students During Course

Student participation in class discussion is an essential component of the learning process. Students are expected to complete all assigned tasks before class to be sufficiently prepared to make a meaningful contribution to the class dialogue and activities. The content covered in this course provides the foundation needed to be successful within the profession of pharmacy. In order to achieve the learning outcomes for this course, students must come to class prepared, on time, be engaged, attentive and spend adequate time working through assignments. All students involved in group work and interdisciplinary instruction are expected to equally contribute and provide professional courtesy to their classmates regarding timelines and communication.

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## Methods of Instruction/Learning

The learning outcomes in this course will be achieved via:

1. **Outside Preparation:** Students will be required to complete some readings and assignments outside of formal class hours. Students must complete all readings and assignments by the due date indicated.

2. **In-class Lectures:** Some instruction will be delivered via lecture-based format. Students are expected to actively participate in class discussions as they pertain to the lectures.
3. **Group/Team Assignments and in-class activities:** Students will work on team assignments and in-class activities throughout the semester. Team members must all complete delegated assignments on time and must be active participants in their teams.
4. **Individual Assignments and in-class activities:** Students will complete individual assignments and in-class activities.
5. **Case Discussions:** Some material will be delivered via case-based format. Active participation is expected from all students when reviewing and working through cases.
6. **Exams/Quizzes:** Exams and/or quizzes will be used to assess the student's knowledge of the course material.
7. **IPPE:** Students will complete 4 hours of IPPE in two pharmacy settings in addition to completing an IPPE checklist and reflection essay (refer to IPPE section of syllabi for more information).
8. **IPE:** Students will complete 3 hours of IPE with the Texas Tech University Health Sciences Center Schools of Medicine and Nursing (refer to IPE section of syllabi for more information).

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## Required Course Technology/Tools/Needs

### Required Textbook / Resources:

- Buerki, RA. Pharmacy Ethics: A Foundation for Professional Practice, 1<sup>st</sup> Edition
- Posey, LM; Kahaleh, AA. Pharmacy: An Introduction to the Profession, 3<sup>rd</sup> Edition
- American Pharmacists Association Code of Ethics with Interpretations  
(<https://www.ashp.org/-/media/assets/policy-guidelines/docs/endorsed-documents-code-of-ethics-for-pharmacists.ashx?la=en>)
- Oath of a Pharmacist (<http://www.pharmacist.com/oath-pharmacist> )
- Interprofessional Collaboration: Understanding the Roles and Responsibilities of the Health Care Professionals on your team Video:

### 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 meet the University and School of Pharmacy IT requirements. (See SOP Student Handbook and Technical Assistance section of this syllabus).

### 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. 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). ]

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## Evaluation and Grading Policy

Please note: this course contains a law component which will account for 25 % of the total grade. **The student must pass both individual (25% law & 75% non-law) components of this course to progress to the next semester.**

Course point distribution will be as follows:

Type of Assessment	% Course Grade
Assignments (e.g., in-class activities, team assignments, individual assignments, quizzes)	20%
Final Team Presentations	15%
Exam I	20%
Final Exam	20%
Interprofessional Education (IPE)	Pass/Fail

IPPE	Pass/Fail	
Participation/Professionalism/Attendance (e.g., student is punctual; attends class; participates in discussion; demonstrates respectful attitude)	-2% off total grade for <u>each</u> offense (faculty coordinator reserves right to increase % deduction or take alternative approach in accordance with severity of offense and in consultation with UTEP SOP policies and procedures)	
	<b>% of Law Grade</b>	<b>% of Total Course Grade</b>
Law Exam 1 (Midterm)	25%	6.25%
Law Exam 2 (Final)	35%	8.75%
Quiz #1	20%	5%
Quiz #2	20%	5%
Law TOTAL	100%	25%
<b>TOTAL</b>	<b>100%</b>	

**Assignment of grades:**

- A = 90 – 100%**
- B = 80 – 89%**
- C = 70 – 79%**
- D = 60-69%**
- F = < 60%**

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

General Statement on Grading Policy: It is the responsibility of the **student** to monitor his/her progress throughout the course and see that the required competency level is being maintained. Students should seek advice and assistance from the course coordinator as soon as difficulty with the material is encountered.

Assignments: Assignments will include all individual *and* team assignments, in-class activities, and pop quizzes. Please note that in-class activities are not announced ahead of time and students will be unable to make these up in the event of an unexcused absence.

Quizzes: Unannounced pop quizzes may be administered by faculty instructors (refer to ‘assignments’ section above). In class pop-quizzes will not be allowed to be made up for students who miss class either for an excused or unexcused absence. For the law component of the course, quizzes will be administered via Blackboard.

Final Team Presentations: There will be one set of team presentations at the end of the semester. Students will be assigned to a team by the course coordinator. Presentations will be graded using a rubric to provide consistency. Final team presentations will account for 15% of the course grade.

All students are required to attend the final presentation sessions at the end of the semester. All students must arrive on time for final presentation sessions and remain for the entire class period. **Failure to attend any of the final presentation sessions, even those occurring on dates during which your team is not presenting, will result in a grade of 0% for your own final presentation.**

Exams: A total of two exams will be administered in the course (one midterm exam plus one final exam) for the Foundations in Pharmacy component. The final exam is comprehensive. **Each** of these exams is worth 20% of the course grade, as indicated in the grading policy above. Note that this information pertains to the non-law section of the course. For the law component of the course, two exams will also be administered (one midterm and one final exam – the final law exam will be comprehensive).

IPE/IPPE: IPE and IPPE are incorporated into this course and are graded as Pass/Fail. Please see IPE and IPPE sections within the syllabus for more information.

Participation/Professionalism/Attendance: All students are expected to **attend class, arrive on time, and be actively engaged in the discussion.** Student participation/professionalism/attendance will be monitored daily.

Students are expected to demonstrate professional behavior at all times. This includes in-class lectures and discussions as well as out-of-class experiences such as IPE, IPPE and online law activities.

Lack of professionalism/participation, unexcused absences, and repeated instances of tardiness may result in a grade deduction (up to 2% deduction from total grade) for *each* offense. The course coordinator reserves the right to increase percentage deduction or take alternative approach in accordance with severity of the offense and in consultation with the UTEP School of Pharmacy policies and procedures.

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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 a missed assignment or assessment. In class pop-quizzes will not be allowed to be made up for students who miss class either for an excused or unexcused absence. Students should consult the UTEP School of Pharmacy Student Handbook for definitions and examples of excused absences.

### Remediation Policies:

Please refer to the Student Handbook for end-of-course remediation policies and timelines (*see Table of Contents for End of Course Remediation*). As discussed in the Evaluation and Grading Policy section of the syllabus, the student must pass both individual (25% law & 75% non-law) components of this course to progress to the next semester.

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## 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 Help Desk for assistance (See Technical Assistance information).

<http://admin.utep.edu/Default.aspx?tabid=58534>

If technical problems are experienced with the course, students should contact the UTEP Helpdesk 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:

<http://admin.utep.edu/Default.aspx?tabid=74094>

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 <http://admin.utep.edu/Default.aspx?tabid=74174>.

## 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 and prepared for the day's lesson(s).

Attendance may be taken by course coordinator or instructors. **Missing class for an unexcused absence will result in deduction of participation/assignment points. Repeated late arrivals are also deemed unprofessional behavior and may result in a deduction of participation points at the discretion of the course coordinator.** Refer to the Evaluation and Grading Policy Section of the course. Students who miss class are fully responsible for the information covered during the class sessions, which may be included on exams, quizzes or other assessments.

**If a student has an excused absence for class, they should immediately notify the course coordinator(s) and instructor(s) for that class.** Absences for IPPE should be reported to Dr. Vicki Howe and Dr. Jacquelyn Navarrete (Director of Experiential Education), and absences causing a student to miss an IPE experience should be reported to Dr. Margie Padilla. To secure approval for an absence related to travel for professional meetings or for events that fall outside of the criteria outlined in the Student Handbook, please refer to the Handbook for more information regarding required documentation for submission to the Office of Student Affairs.

## Unique Dress Policy for Course

Students must abide by the School of Pharmacy Dress Code Policy. A pharmacy student/intern white coat, name badge, and professional attire **must be worn at all times** during both IPPE and IPE, unless otherwise indicated. Please speak with course coordinator if you have questions regarding dress policy.

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## Exam Day Policy

No allowances will be made for an exam being missed other than documented illness or emergency. The student must contact the course coordinator for confirmation prior to the exam. If permission is granted to delay the exam; it is the student's responsibility to contact the course coordinator to arrange for an alternative exam time. In this event, the nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting on the final, etc.). An unexcused absence from an exam may result in a grade of "zero" for that exam and will result in an extra 5% deduction of the total overall course.

### Student expectations prior and during examination

#### 1. Seating

- a. Randomized assigned seating will be utilized for each examination.

#### 2. Room

- a. Students must arrive to room 15 minutes ahead of examination. Students are not permitted to be in the examination room prior to assigned seating. If the student arrives late to the examination a grade penalty can occur as stipulated by the syllabus. 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.**

#### 3. Exams

- a. 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. Repeated instances (> 1 time) of not downloading electronic exams will result in a referral to the professionalism committee on the SOP Progression Committee.
- b. 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.

#### 4. Availability of items during exam

- a. 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.
  - b. 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.
  - c. No food or drink allowed
  - d. 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.
  - e. Disruption of examination time due to an electronic device can result in a grade penalty as stipulated in the syllabus.
  - f. 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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### **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: <http://sa.utep.edu/osccr/academic-integrity/>)

### **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 Student Handbook and as per UTEP's student conduct policies (see <http://sa.utep.edu/osccr/student-conduct/> & <http://admin.utep.edu/Default.aspx?tabid=73922> 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*).

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### **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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## General Statement About Course Syllabus

The course coordinator may adapt the syllabus/course calendar to support student and course success. 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 your responsibility to review the syllabus periodically for updates.

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## Additional Information:

### Campus Concealed Carry

Effective August 1, 2016.

<http://sa.utep.edu/campuscarry/>

### Civility Statement

You are expected to follow basic standards of courtesy (<http://admin.utep.edu/Default.aspx?tabid=73922>) and may be dismissed from class for blatant or sustained disruptive behavior

### Cell Phone Policy

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 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.

### 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): 747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 779-1800
- National Suicide Prevention Hotline: 1-800-273-8255
- Veterans Crisis Line: 1-800-273-8255
- NAMI (National Alliance Against Mental Illness) of El Paso: 534-5478
- <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 <http://admin.utep.edu/Default.aspx?tabid=68750>]

**PHAR 6241: Course Calendar and Topic Outline**  
**Foundations of Pharmacy, Healthcare, Ethics, and Law IA**  
**August 26, 2019 – December 5, 2019**

Week	Date	Topics	Faculty
Week 1	8/26/19	<p><b>Course Orientation: Course Introduction &amp; Syllabus, Overview of IPPE and IPE</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• Law: Read Chapter A pgs. 1-9</li> <li>• See Blackboard</li> </ul>	Pinal
		<p><b>What is Pharmacy? History of Pharmacy and Development as a Healing Profession Part I</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• Foundations: Posey, An Introduction to the Profession, Chpt. 1-3</li> <li>• See Blackboard</li> </ul>	Pinal
Week 2	09/02/19	<b>LABOR DAY HOLIDAY – NO CLASS</b>	
Week 3	09/09/19	<p><b>What is Pharmacy? History of Pharmacy and Development as a Healing Profession Part II</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• Foundations: Posey, An Introduction to the Profession, Chpt. 1-3</li> <li>• See Blackboard</li> </ul>	Pinal
		<b>1 hour RESERVED FOR LAW : Introduction to law and the legal system, Chapter A 1-9 (introduce the Food, Drug and Cosmetic Act)</b>	Davis (on-site)
Week 4	9/16/19	<p><b>Introduction to Oath of a Pharmacist and Pharmacist Code of Ethics</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• Buerki, chpt. 1-2</li> <li>• Oath of a Pharmacist</li> <li>• Code of Ethics for Pharmacists</li> <li>• See Blackboard</li> </ul> <p><b>Introduction to Professional Identity Formation and Self-Awareness</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• article</li> <li>• See Blackboard</li> </ul>	Pinal
IPE DAY	9/19/19	<p><b>IPE Activity w/ TTUHSC El Paso Schools of Medicine and Nursing</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• See Blackboard</li> </ul>	Padilla
Week 5	9/23/19	<p><b>Professional Roles and Responsibilities</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• See Blackboard</li> </ul>	Loya/Padilla
Week 6	9/30/19	<b>2 hours RESERVED FOR LAW: Law and legal system continued, Chapter A 1-9 completed; law Quiz #1 (online) – DUE Oct. 3 (Thurs) at 11:59 pm</b>	Davis (via remote connection)

Week	Date	Topics	Faculty
Week 7	10/07/19	<b>Introduction to Pharmaceutical Care and the Pharmacists' Patient Care Process</b>  <u>Assignments/Readings</u> <ul style="list-style-type: none"> <li>• See Blackboard</li> </ul>	Loya
		<b>1 hour RESERVED FOR LAW : Chapter A 10-25</b>	Davis (online)
Week 8	10/14/19	<b>EXAM 1</b> <b>Foundations and Law</b>	Pinal
Week 9	10/21/19	<b>Introduction to Ethics in Pharmacy Practice: Foundations in Ethical Decision Making, Ethical Analysis in Pharmacy Practice</b>  <u>Assignments/Readings</u> <ul style="list-style-type: none"> <li>• Foundations: Posey, An Introduction to the Profession, Chpt. 5</li> <li>• Buerki Chpt. 3-5</li> <li>• See Blackboard</li> </ul>	Pinal
Week 10	10/28/19	<b>2 hours RESERVED FOR LAW: Complete Chapter A, Miscellaneous</b>	Davis (on-site)
Week 11	11/04/19	<b>Introduction to Ethics in Pharmacy Practice: Foundations in Ethical Decision Making, Ethical Analysis in Pharmacy Practice - cases</b>  <u>Assignments/Readings</u> <ul style="list-style-type: none"> <li>• Foundations: Posey, An Introduction to the Profession, Chpt. 5</li> <li>• Buerki Chpt. 3-5</li> <li>• Buerki Chpd. 1-2</li> <li>• See Blackboard</li> </ul>	Pinal
Week 12	11/11/19	<b>Foundations of US Health Care Delivery/Financing and Reimbursement</b>  <u>Assignments/Readings</u> <ul style="list-style-type: none"> <li>• See Blackboard</li> </ul>	Andrews
		<b>1 hour RESERVED FOR LAW : Preview of Dangerous Drugs/Controlled Substances Act; law Quiz #2 (online) – DUE Nov. 14 (Thurs) at 11:59 pm</b>	Davis (online)
Week 13	11/18/19	<b>Foundations of US Health Care Delivery/Financing and Reimbursement</b>  <u>Assignments/Readings</u> <ul style="list-style-type: none"> <li>• See Blackboard</li> </ul>	Chang
		<b>-Ethics con't</b> <b>-Future of Pharmacy</b>  <u>Assignments/Readings</u> <ul style="list-style-type: none"> <li>• See Blackboard</li> </ul>	Pinal
Week 14	11/25/19	<b>The Future of Pharmacy: Changes in Pharmacy and Healthcare</b>	Padilla/Pinal

Week	Date	Topics	Faculty
		<p><b>***FINAL TEAM PROJECTS DUE 11/27/19***</b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• See Blackboard</li> </ul>	
		<b>1 hour RESERVED FOR LAW: Preview Class A Rules</b>	Davis (via remote connection)
Week 15	12/02/19	<p><b><i>Contemporary Pharmacy Practice and Ethical Issues in Practice</i></b></p> <p><u>Assignments/Readings</u></p> <ul style="list-style-type: none"> <li>• Posey chpt. 6</li> <li>• Buerki chpt. 8-9</li> <li>• See Blackboard</li> </ul>	Loya/Pinal
Week 16	12/11/19 8AM-11AM	<b>COMPREHENSIVE FINAL EXAM</b> <b><i>Foundations and Law Finals</i></b>	Pinal