



School of Pharmacy
 P1 Spring
 Course # PHAR 6351 (3 hours) / Track: PCPI
Communication and Counseling & Law IB
 Tuesdays 10:30 AM-11:50 AM (CABL 234), Wednesdays 11:00 AM-11:50 AM (CABL 234)
 4 IPPE site hrs + 2 IPPE SIM hrs + 2 IPPE/IPE SIM hrs

Course Coordinator – Communication and Counseling	Course Coordinator – Law IB
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IPPE/IPE Contacts	Faculty Lecturers – Communication and Counseling
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Office Hours: All appointments should be made at least **48 hours in advance** with the course coordinator or lecturer. The coordinator or lecturer will accommodate all students as time permits. Students may request an appointment with the coordinator or lecturer via e-mail.

Course Description

This course will incorporate the analysis and practice of the verbal, non-verbal, and written communication strategies that promote effective interpersonal dialog and understanding to advance specific patient care, education, advocacy, and inter-professional collaboration goals. Students will be able to apply their knowledge in various simulated and community settings, as well as through in-class activities. This course contains an online law component.

The class will allow students to communicate and collaborate while utilizing the Pharmacist’s Patient Centered Care Process. The class will allow students to learn from pharmacist student peers and will also include interprofessional collaboration with professional students from other disciplines.



Source:
<http://www.aacp.org/news/academic>

Detailed Course Meetings & Location

Tuesday 10:30AM – 11:50AM (CABL 234); Wednesday 11:00AM- 11:50AM (CABL 234)

In a major disruption (e.g., H1N1 epidemic, subzero weather), be prepared to maintain course progress via other means (e.g., Internet, our Blackboard course shell, etc.) and check your email (especially your UTEP miners account) regularly.

Online Platform/Blackboard:

Accessing Course Content on Blackboard: All lectures, handouts, and course material will be located in Blackboard, 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).

Course Objectives

COMMUNICATION AND COUNSELING	CAPE Outcomes	PCOA
Describe various modes of communication encountered during patient care while utilizing and adapting them in case scenarios/activities.	1.1	3.8.1, 3.8.4, 3.7.2, 3.4.2, 4.6.1
Practice implementing motivational interviewing principles and strategies appropriate for the pharmacy setting.	2.1	3.8.1, 3.8.3, 3.8.4, 3.9.2
Apply the Pharmacist’s Patient Care Process to counseling sessions to include pharmacotherapy and non-pharmacotherapy information.	3.2	3.8.1, 3.8.2, 3.8.3, 3.8.4, 3.8.5
Apply effective communication principles in simulated activities with peers and within interprofessional activities while upholding professionalism standards.	4.4	3.8.1, 3.8.2, 3.8.3, 3.8.4, 3.8.5
Recognize empathy with regards to diverse patient cultures and literacy levels.	3.6	3.8.1, 3.8.4, 3.8.5

COMMUNICATION AND COUNSELING	CAPE Outcomes	PCOA
Observe and apply counseling in a community pharmacy setting under the direct supervision of a pharmacist.	3.6	3.8.1, 3.8.3, 3.8.4, 3.9.2
Articulate the values & ethics that support Interprofessional practice	3.4, 4.4	3.7
Develop interprofessional communication skills (i.e. conflict resolution, documentation skills- SBAR) while honoring interprofessional roles and responsibilities	3.4, 3.6	3.8

Law Objectives (please see Law-specific syllabi for details):

Course Objectives	CAPE Outcomes	PCOA/NAPLEX	Outcome Measures
1. Explain state regulation of pharmacy practice	1.1 Learner (Learner) 2.2 Medication Systems Management (Manager) 4.4 Professionalism (Professional)	3.5.1 Legal and regulatory principles applied to pharmacy practice: dispensing, professional services, drug use control 3.5.3 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	Quizzes, Midterm, Final
2. Explain the requirements for Non-Sterile Compounding in the Texas Pharmacy Act and the Texas Pharmacy State Board of Pharmacy Rules			
3. Explain the requirements for Sterile Compounding in the Texas Pharmacy Act and the Texas State Board of Pharmacy Rules			
4. Explain the requirements of the Texas Dangerous Drug Act			
5. Describe laws and rules for Prescriptive Authority for Advanced Practice Registered Nurses and Physician Assistants in the Texas Board of Nursing Rules and Regulations, the Texas Medical Board Rules, and the Texas Medical Practice Act			
6. Identify Schedule II-V Controlled Substances			
7. Determine if an APRN or PA may write a prescription for a controlled substance			
8. Describe laws and rules for Limited Independent Prescriptive Authority of Therapeutic Optometrists and Optometric Glaucoma Specialists in the <u>Texas Optometry Act</u> , <u>Texas Optometry Board Rules</u> , and the <u>Texas Medical Board Rules</u>			
9. Determine if a therapeutic optometrist or an optometric glaucoma specialist may write a prescription for a dangerous drug or a controlled substance			
10. Explain Texas State Board of Pharmacy Rules for Community Pharmacy (Class A)			
11. Explain Texas State Board of Pharmacy Rules for All Classes of Pharmacies			
12. Explain Texas State Board of Pharmacy Rules for Services Provided by Pharmacies			
13. Describe the requirements for Delegation of Administration and Provision of Dangerous Drugs in the Texas Pharmacy Act			
14. Describe the requirements of Texas Law for Over-The-Counter Sales of Ephedrine, Pseudoephedrine, and Norpseudoephedrine			
15. Describe Texas State Board of Pharmacy Rules for Destruction of Drugs			
16. Describe Texas State Board of Pharmacy Rules for Substitution of Drug Products			
17. Explain the differences between pharmacy laws in Texas and New Mexico			

CAPE Educational Outcomes

The content of this course will cover the following CAPE educational outcomes. **Level of Assessment:** 1 – Introduce 2 – Reinforce 3 – Apply

	CAPE Outcomes	Level of Assessment
1.1	Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.	1
2.1	Patient-centered care (Caregiver): Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).	1
2.2	Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.	1
3.2	Educator (Educator): Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.	1
3.4	Interprofessional collaboration (Collaborator): Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	1
3.6	Communication (Communicator): Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.	1
4.4	Professionalism (Professional): Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	1

Expectations of Students During Course

Student participation in class discussion is an essential component of the learning process. Students are expected to complete all assignments in order to be sufficiently prepared to make a meaningful contribution to the class dialogue. To achieve the learning outcomes for this course, students must come to class prepared, be on time, be engaged and attentive, and spend adequate time working through assignments and activities. All students involved in group work are expected to contribute equally and provide professional courtesy to their classmates regarding timelines and communication.

Methods of Instruction/Learning

The learning outcomes in this course will be achieved via:

1. Outside Preparation Students are expected to read, review, view, listen to all material prior to coming to class, where applicable.
2. In-class Lectures Students are expected to attend class and be interactive members of the class session.
3. Team Assignments/Class Activities/Homework All students are expected to actively participate in team-based learning activities and must have active contribution to all assignments and class activities.
4. Mock Patient Counseling Sessions Provides practice in interviewing and communication skills.
5. Exams/Quizzes Allows students to demonstrate proficiency in subject matter and allows instructors to provide necessary feedback.

Required Course Technology/Tools/Needs

Required Textbooks:

- Berger, Bruce A. Communication Skills for Pharmacists: Building Relationships, Improving Patient Care (available through APhA Pharmacy Library)
- Bennet, Marcialice S. How to Implement the Pharmacists's Patient Care Process (available through APhA Pharmacy Library)
- TeamSTEPPS® 2.0 Pocket Guide: Strategies & Tools to Enhance Performance and Patient Safety; Agency for Health Care Research and Quality (<https://www.ahrq.gov/teamstepps/>)
- TeamSTEPPS® 2.0 modules Healthcare Teamwork: Interprofessional Practice and Education by Phillip G. Clark and Theresa J. K. Drinka (<https://www.ahrq.gov/teamstepps/>)

Recommended Textbooks / Resources (If any, optional):

- Rappaport HM, Straker KS, Hunter TS, Roy JF. The Guidebook for Patient Counseling (Pharmacy Education Series). 1st Edition
- Berger BA, Villaume WA. Motivational Interviewing for Health Care Professionals. American Pharmacists Association. 2013.

Laptop Computer

- Students are expected to bring laptop computers to the class each day for participation in on-line exercises, quizzes, 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),

Calculator

- Students may be expected to bring a non-programmable calculator to certain classes and/or assessment activities at the discretion of the lecturer.

Cell Phone Policy

- All cell phones must be placed on silent prior to entering the classroom. Students may not cause disruptions or be distracted by the use of a cell phone during class. An instructor may ask a student to leave the classroom if a student is found to be disruptive and / or forgets to silence their phones.

Recording Devices

- Students may only use a recording device with the permission of the instructor on the day of the lecture. Distribution of student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording.

Food Policy

- Students are allowed to bring a light snack and a drink into class. All liquids must be in a resealable container. Items that may generate significant noise or odor that would impact others' ability to concentrate on classroom activities are not permitted. You are responsible for making sure that your area is completely clean for the next class.
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Evaluation and Grading Policy

Course point distribution will be as follows:

Type of Assessment	% Grade for Components	% of Total Course Grade
Exam 1	20%	83%
Exam 2	20%	
Final Exam	25%	
In-class activity/HW/ Quizzes	15%	
Case Scen 1	10%	
Case Scen 2	10%	
TOTAL for Communication/Counseling	100%	
IPE	None	Pass/Fail
IPPE	None	Pass/Fail
LAW	100%	17%

Assignment of grades:

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

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

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

Exams: There is a total of two exams plus one final exam. Exams 1 and 2 will each be worth 20% of the course grade. The final exam will be comprehensive and will be worth 25% of the course grade.

Activities/Homework/Quizzes: Homework assignments, activities, and quizzes will be worth 15% of the course grade. Please note that lecturers reserve the right to administer pop-quizzes.

Case Scenarios: There is a total of 2 case scenarios for this course. Case scenarios will be each be worth 10% of the course grade.

Professionalism: All students are expected to attend class on time and be actively engaged. Student participation will be monitored daily.

Pharmacy Law 1B:

This course contains an online law component which will account for 17% of the total grade. Please refer to the Course PHAR 6351 Law Syllabus. **The student must pass the law component of this course to progress to the next semester.**

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

Introductory Pharmacy Practice Experience (IPPE):

IPPE hours and activities have been assigned to this course. Students will be responsible to complete a total of 8 hours as part of this course (4 site, 4 Simulation). The IPPE requirements of the course (e.g. site assignments) will be coordinated by Dr. Vicki Howe with guidance from the Office of Experiential Education. At the complete of the IPPE activity, students should be able to:

1. Apply linguistically and culturally appropriate communication skills

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. 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. Also, IPPEs may be available during overnight hours in extenuating circumstances.

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

Interprofessional Education (IPE):

As a required component in the professional curriculum, attendance is required for all Interprofessional Practice and Education (IPE) experiences. Students absent from more than 2 IPE experiences during the P1-P3 years, regardless of the reason, will be categorized as “incomplete” in meeting requirements for IPE. The student and coordinator will identify an additional IPE experience to help meet this requirement. In addition, student will be required to complete a written assignment.

Simulated Lab:

Attendance is required for the simulated lab experience. Students that fail to attend, regardless of the reason, will be categorized as “incomplete” in meeting the requirements for the class. The student and the coordinator will identify an additional experience to meet this requirement. In addition, the student will be required to complete an additional assignment.

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 (17% law & 83% non-law) components of this course to progress to the next semester.**

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 prepared for the day's lesson(s).

Attendance may be taken by course coordinator or instructors; missing class for an unexcused absence may result in deduction of points. Repeated late arrivals are deemed unprofessional behavior and may result in a deduction of points at the discretion of the course coordinator. Students who miss class are fully responsible for the information covered during the class sessions, which may be included on exams, quizzes or other assessments.

If a student has an excused absence 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 are encouraged to dress professionally for all class sessions (i.e., business casual). A pharmacy student/intern white coat, name badge, and professional attire ***must be worn at all times*** during both IPPE and IPE. Please speak with course coordinator if you have questions regarding dress policy.

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.

UTEP and SOP Policy for Academic Integrity

Any student who commits an act of academic dishonesty is subject to discipline. The instructor is required to report all suspected academic dishonesty to the UTEP Office of Student Conduct and Conflict Resolution. Please refer to the Student Handbook for SOP guidance on academic integrity (*see Table of Contents for Curriculum and Classroom Policies: Academic Integrity*).

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any

work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (For more information, see: <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*).

UTEP and SOP Policy for Special Accommodations (ADA)

"If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148." You can also e-mail the office at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

General Statement About Course Policy

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.

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://caringeducators.tumblr.com/survival>

Title IX:

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Course Number PHAR6351: Course Calendar
Communication and Counseling
 January 2019 – May 2019

Week No.	Tuesday 80 minutes	Wednesday 50 minutes	IPPE/IPE
Week 1	<p>JAN 22nd</p> <p>Syllabus Review (15min): [Pinal] IPPE Review (15min): [Howe] IPE review (20min): [Padilla]</p> <p><u>Patient Counseling [Lunares]</u></p> <ul style="list-style-type: none"> ▪ Introducing self to patients ▪ Empathic responding and mirroring 	<p>JAN 23rd</p> <p><u>Patient Counseling [Lunares]</u></p> <ul style="list-style-type: none"> ▪ Empathetic responding and mirroring 	
Week 2	<p>JAN 29th</p> <p><u>Patient Counseling [Andrews]</u></p> <ul style="list-style-type: none"> ▪ Ask Me 3, IHS Model, Pfizer, teach back ▪ In-class activity/quiz 	<p>JAN 30th</p> <p><u>Patient Counseling [Howe/Pinal]</u></p> <ul style="list-style-type: none"> ▪ IPPE Prep ▪ Counseling rubric review ▪ Introduction to recording ▪ Video reinforcement 	<p>JAN 31st</p> <p>IPE/IPPE SIM at Texas Tech (2hrs) [Padilla/Howe]</p>

Week No.	Tuesday 80 minutes	Wednesday 50 minutes	IPPE/IPE
Week 3	<p>FEB 5th</p> <p><u>Patient Counseling [Lunares]</u></p> <ul style="list-style-type: none"> ▪ OTC ▪ QuEST/SCHOLAR-MAC ▪ Structured Approach for Teaching Students to Counsel Self Care Patients 	<p>FEB 6th</p> <p><u>Patient Counseling [Residents/Andrews/Sias]</u></p> <ul style="list-style-type: none"> ▪ Formulations (sublingual, inhalers, patches, eyedrops, ointments, topicals, suppositories, injections, etc.) ▪ In-class activity/quiz 	<p>FEB 7th</p> <p><u>IPPE SIM Patient Counseling (1 hr) [Howe]</u> (To be completed outside of class time)</p> <ul style="list-style-type: none"> ▪ Introducing yourself ▪ Empathetic response ▪ Ask-me-3 / IHS (Prime Questions)/Pfizer
Week 4	<p>FEB 12th</p> <p><u>Patient Counseling [Andrews]</u></p> <ul style="list-style-type: none"> ▪ Med Adherence ▪ Prescription medications ▪ In-class activity/quiz 	<p>FEB 13th</p> <p><u>Patient Counseling [Andrews/Sias]</u></p> <ul style="list-style-type: none"> ▪ Activity: Communication and Counseling Practice Session 	<p>START IPPE</p>

Week No.	Tuesday 80 minutes	Wednesday 50 minutes	IPPE/IPE
Week 5	<p>FEB 19th</p> <p><u>Patient Counseling [PGY1 Residents/Andrews/Sias]</u></p> <ul style="list-style-type: none"> ▪ Formulations (sublingual, inhalers, patches, eyedrops, ointments, topicals, suppositories, injections, etc.) ▪ In-class activity/quiz 	<p>FEB 20th</p> <p><u>Patient Counseling [Navarrete]</u></p> <ul style="list-style-type: none"> ▪ Storage ▪ Missed doses ▪ Refills ▪ Precautions ▪ Medication Adherence 	
Week 6	<p>FEB 26th</p> <p>EXAM 1 [Pinal]</p>	<p>FEB 27th</p> <p><u>Patient Counseling [Navarrete]</u></p> <ul style="list-style-type: none"> ▪ Med Adherence ▪ Prescription medications ▪ In-class activity 	
Week 7	<p>MAR 5th</p> <p><u>Patient Counseling [Navarrete]</u></p> <ul style="list-style-type: none"> ▪ Motivational Interviewing/Change Behavior Theory 	<p>MAR 6th</p> <p><u>Patient Counseling [Navarrete]</u></p> <ul style="list-style-type: none"> ▪ Motivational Interviewing/Change Behavior Theory 	
Week 8	<p>MAR 12th</p> <p><u>CASE SCENARIO 1 (Day 1) [Hartman/Navarrete]</u></p> <ul style="list-style-type: none"> ▪ Motivational Interviewing Case Scenarios 	<p>MAR 13th</p> <p><u>CASE SCENARIO 1 (Day 2) [Hartman/Navarrete]</u></p> <ul style="list-style-type: none"> ▪ Motivational Interviewing Case Scenarios 	

Week No.	Tuesday 80 minutes	Wednesday 50 minutes	IPPE/IPE
SPRING BREAK (MARCH 18 – MARCH 22)			
Week 9	<p>MAR 26th</p> <p><u>Patient Counseling [Lunares/Sias]</u></p> <ul style="list-style-type: none"> ▪ Cultural Competency ▪ Interpreters ▪ Health Literacy ▪ In-class activity/quiz 	<p>MAR 27th</p> <p><u>Patient Counseling [Lunares/Sias]</u></p> <ul style="list-style-type: none"> ▪ Cultural competency ▪ Interpreters ▪ Health Literacy ▪ In-class activity/quiz 	
Week 10	<p>APR 2nd</p> <p><u>Provider Communication [Hartman]</u></p> <ul style="list-style-type: none"> ▪ S-BAR ▪ Communication w/healthcare providers 	<p>APR 3rd</p> <p><u>Provider Communication [Hartman]</u></p> <ul style="list-style-type: none"> ▪ S-BAR ▪ Communication w/healthcare providers 	<p>APR 5th</p> <p><u>IPPE SIM (1 hr) – Using an interpreter [Sias/Howe]</u></p>
Week 11	<p>APR 9th</p> <p><u>Internet Communication [Andrews]</u></p> <ul style="list-style-type: none"> ▪ Internet use and pharmacist-patient communication ▪ In-class activity/quiz 	<p>APR 10th</p> <p><u>Provider/Patient Communication [Andrews]</u></p> <ul style="list-style-type: none"> ▪ Systematic approach to answering drug information questions ▪ Drug Information Assignment 	

Week No.	Tuesday 80 minutes	Wednesday 50 minutes	IPPE/IPE
Week 12	APR 16th EXAM 2 [Pinal]	APR 17th <u>Special Topics in Communication [Pinal]</u> <ul style="list-style-type: none"> ▪ Communicating with children and their caregivers ▪ Reading assignment 	
Week 13	APR 23rd <u>Special Topics in Communication [Pinal]</u> <ul style="list-style-type: none"> ▪ Communicating with children and their caregivers ▪ In-class activity 	APR 24th <u>Conflict Management [Loya]</u> <ul style="list-style-type: none"> ▪ Negotiating conflict management ▪ Difficult conversations 	
Week 14	APR 30th <u>Conflict Management [Loya]</u> <ul style="list-style-type: none"> ▪ Negotiating conflict management ▪ Difficult conversations 	MAY 1st <u>Conflict Management [Loya]</u> <ul style="list-style-type: none"> ▪ Negotiating conflict management ▪ Difficult conversations 	
Week 15	MAY 7th <u>CASE SCENARIO 2- Day 1 [Loya/Pinal]</u> <ul style="list-style-type: none"> ▪ Case scenarios on conflict management 	MAY 8th <u>CASE SCENARIO 2- Day 2 [Loya/Pinal]</u> <ul style="list-style-type: none"> ▪ Case scenarios on conflict management 	END IPPE
FINALS WEEK	TBD CUMMULATIVE FINAL EXAM [Pinal]		

